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ABSTRACT

This catalog of adult education projects for fiscal year 1982 is the fifth in a series of annual listings of education projects funded by states under Section 310 of the Adult Education Act. Included in the catalog are descriptions of 255 developmental activities in the following program areas: adult basic education, administration, adult performance level and life skills, assessment and testing, counseling, competency-based adult education, community linkage, correctional education, dissemination and diffusion, evaluation, employability, English as a second language and bilingual education, general educational development, high school diplomas, adults with learning disabilities, older adults, recruitment, staff development, and tutoring. Each abstract contains the following components: the project's title, the name and address of a project contact person, program objectives, a brief description of the project, funding information, the target audience of the project, descriptions of any project-developed products, and an evaluation. Appended to the report are indexes of project titles, subjects, projects by states, and project-developed products. (MN)

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CLEARINGHOUSE ON ADULT EDUCATION

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL & ADULT EDUCATION
WASHINGTON, D.C. 20202-3586

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CATALOG OF
ADULT EDUCATION PROJECTS
FISCAL YEAR 1982

CE032573

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INTRODUCTION

The Catalog of Adult Education Projects for Fiscal Year 1982 is the fifth in a series of annual listings of special adult education projects. It is designed to keep the field informed about recent developmental activities funded by states under Section 310 of the Adult Education Act.

This year's catalog contains a number of improvements that we believe will enhance its usefulness: Appendix A lists project titles by catagory; Appendix B lists subjects (key words) found in project titles - this should be especially useful for those doing Adult Education research; Appendix C lists projects by the states that funded them.

Appendix D lists over 180 products of all kinds created by projects during the year. Some projects have identified exactly how their products may be obtained, some have not. To search for products, please use the project contact as a starting point.

We hope you find the Catalog useful. If there are questions or suggestions about the publication, contact the Clearinghouse on Adult Education in the Development and Dissemination Division/OVAE of the U.S. Department of Education, Washington, DC 20202-3586.

CONTENTS

ADULT BASIC EDUCATION....................................ABE 1-39

ADMINISTRATION...AD 1-8

ADULT PERFORMANCE LEVEL/LIFE SKILLS......................APL 1-14

ASSESSMENT/TESTING.......................................AT 1-7

COUNSELING...C 1-7

COMPETENCY-BASED ADULT EDUCATION.........................CB 1-4

COMMUNITY LINKAGE..CL 1-13

CORRECTIONS EDUCATION....................................COR 1-10

DISSEMINATION/DIFFUSION..................................D 1-23

EVALUATION... E 1-6

EMPLOYABILITY..EMP 1-10

ENGLISH AS A SECOND LANGUAGE/BILINGUAL...................ESL 1-20

GENERAL EDUCATIONAL DEVELOPMENT..........................GED 1-5

HIGH SCHOOL DIPLOMA......................................H 1-17

LEARNING DISABLED..LD 1-22

OLDER ADULTS...O 1-4

RECRUITMENT..R 1-3

STAFF DEVELOPMENT..S 1-29

TUTORING...T 1-14

INDEX OF PROJECT TITLES..............................APPENDIX A

INDEX OF SUBJECTS....................................APPENDIX B

INDEX OF PROJECTS BY STATES..........................APPENDIX C

INDEX OF PRODUCTS....................................APPENDIX D

TITLE Computer-Assisted Instructions for Adult Basic Education

ABE-1

CONTACT

John W. Jackson (205) 749-3341
Assistant Superintendent
Opelika City Schools
300 Simmons Street
Opelika, Alabama 36802-1201

OBJECTIVES

1. To utilize the computer-assisted approach to learning with area ABE adults.
2. To increase proficiency in math, language, and reading of the adults enrolled in our regular ABE program through a different approach.
3. To prepare students for the GED by utilizing an individualized preparation technique provide by the computer.

DESCRIPTION

Eight computer terminals in two ABE centers are utilized to present the drill materials in 30 minute blocks of time. During one 30-minute block a student will experience 10 minutes of reading, 10 minutes of math, and 10 minutes of language in individualized programs. The computer constantly adjusts the difficulty level of presentations as students make progress in the program.

FUNDING

$12,675 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Urban residents

PRODUCT

No special products are being developed as a result of this project; although our staff has been willing to share success information with other systems considering this approach to Adult Basic Education.

EVALUATION

The computer constantly evaluates the progress students make in math, reading, and language, and GED and adjusts difficulty levels. From the gains reports available, the aide operating the computer provides computer-selected and printed worksheets to reinforce skills where skill difficulties are apparent.

TITLE Help Erase Literacy Problem in Attalla ABE-2

CONTACT Wendell Hubbard (205) 538-5054
Director
Attalla City Board of Education
101 Case Avenue
Attalla, Alabama 35954

OBJECTIVES

1. To establish the Adult Education class in an integrated community (Attalla Elementary School) in order to adequately serve the minority citizens.
2. To establish five (5) classes of basic instruction in mathematics, read- ing, writing, typing and business.
3. To establish daytime classes for adults in a regular day school program offering classes in mathematics, reading, writing, typing, and business that will target young student drop-outs, unemployed older adults and housewives who are seeking to upgrade basic 3-R skills in order to secure gainful employment.
4. To upgrade the educational level of the Attalla Community in order to provide educational services to help each individual citizen prepare himself for gainful employment and reduce the unemployment level in our immediate area.

DESCRIPTION

1. The Attalla Board of Education will donate classroom space to house the Adult Education classes. These classes will be conducted at the only school plant located in an integrated neighborhood.
2. Our first priority in meeting this objective will be to employ teaching personnel. We have highly trained and experienced individuals with M.A. degrees in each of these academic categories that have expressed an interest in working with adults.
3. A recruiting program will be initiated by the use of the news media, Attalla City Board of Education, hand out materials, Adult Education booklets and church and club announcements. This program of recruitment will be specifically aimed at dropouts, illiterate older adults and housewives.

FUNDING

$10,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Minority Ethnic Group, Blacks, Older Adults. We want to raise the adult educational level

PRODUCT

The curricula, handbooks and instructional materials are being developed as the project is being developed. The project isn't completed until June, 1982.

EVALUATION

1. Follow-up studies relating to the employment status of each student.
2. Upgrading of employment. This can be ascertained, for example, by a student attaining full-time employment rather than part-time employment.
3. Passing of the GED test.
4. Housewives previously unemployed, now gainfully employed after completing the adult education program.
5. Reduction of the unemployment rate, as determined by the Alabama Unemployment Service, in the Attalla area.

TITLE Individualized Teacher Practicum ABE-3

CONTACT Betty Trzcinski (602) 941-5166
Director
Scottsdale Adult Learning Center
Scottsdale, Arizona 85257

OBJECTIVES

To provide a practicum experience for adult education through which they become familiar with materials and methods in adult education including both classroom and individualized techniques for ABE, GED and ESL.

To assess the feasibility of using video-taped individualized lessons with ABE, GED and ESL students.

DESCRIPTION

Adult educators individually or in small groups participate in a practicum during actual working hours at the learning center. They observe methods, materials and techniques, and discuss special problems concerning instruction, recruitment, record-keeping and evaluation.

To assess the feasibility of producing and using video-taped lessons for individualized instruction, staff members are involved in planning and taping mini-lessons in math, charts and graphs, etc., for piloting with students at the learning center.

FUNDING

$30,000 September 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers and aides, all state adult education programs; Volunteers

PRODUCT

Packets for ABE, GED, and ESL instructors.

Pilot video lessons for ABE on math skills are being produced (for use only in pilot program at the learning center).

Individualized Teacher Practicum - Final Report
Scottsdale Adult Learning Center
701 North Miller Road
Scottsdale, AZ 85257

Limited number of copies available

EVALUATION

Each practicum participant is asked to complete an evaluation questionnaire at the end of a practicum. The evaluations and their response tallies are attached.

TITLE Adult Basic Education Via Radio ABE-4

CONTACT Linda J. Newbury (501) 283-5392
Project Director
Cave City Public Schools
P.O. Box 125
Cave City, AR 72521

OBJECTIVES

To provide "classroom" instruction via radio - specifically Adult Basic Education.

DESCRIPTION

We have "recruited" potential students from ongoing GED/ABE classes as well as solicited from them their interests for classes. In addition, we have "advertised" over the radio station for potential students. To date, we have narrowed our class choices to two. We have developed a format which we tested with three high school classes. It has proved successful. So, we have a format which we feel will work, a list of potential students, and a short list of potential courses.

FUNDING

$5,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Rural residents

PRODUCT

This project was designed to test the theory that persons would be interested in learning at home - that they would listen to our radio lessons, do homework, and report attendance. Our "take-home" packets and our radio format are our only creations. We are dealing with an almost entirely rural population which live in scattered and not easily accessible places. If our project is successful, we will be able to continue using these ideas on a regular ABE/GED Program and perhaps others may see some benefit as well.

EVALUATION

Once the courses have been determined and their objectives written in behavioral terms, we will have our evaluation instruments.

In addition, comments concening our format, scheduling, times, and subject matter will be solicited on the student's "attendance" forms.

TITLE Adult Education File ABE-5

CONTACT James Byrum (501) 552-3931
Project Director
Carlisle School District
P.O. Box O
Carlisle, Arkansas 72024

OBJECTIVES

To update the existing Adult Education Film by (1) deleting or minimizing the people in the film who hold political offices; (2) deleting programs that are no longer in operation; (3) adding new programs that have been implemented since the first film was made; (4) and adding current graduation practices.

DESCRIPTION

1. Shooting approximately 2400 feet of new film.
2. Using 80% of the narrative of the first film and rewriting the remaining 20%.
3. Using 80% of original film; shooting remaining 20%.
4. Using Calvin Communications of Kansas City, Mo. to provide the technical assistance in making the film.

FUNDING

$10,639 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Minority ethnic groups, handicapped, older adults, all educational levels, rural residents, urban residents, classroom teachers, administrators, counselors, volunteers, paraprofessionals, women, and unemployed

PRODUCT

The project itself is the updating of an Adult Education Film.

Eleven copies of the film will be produced.

EVALUATION

A committee will approve the test copy of the film. If the film meets the committee's approval, the final copies will be ordered.

TITLE Integrated Language Skills Program ABE-6

CONTACT Dr. Nancy Joseph (904) 752-1822 Ext. 274
Director of Language Skills Program
Lake City Community College
Route 7, Box 42
Lake City, Florida 32055

OBJECTIVES

The overall goal of the integrated language skills program is to help students who are academically underprepared to master basic communication and life skills necessary to function effectively. The program attempts to help the adult learner develop a positive self-concept and realize his potential for success. Broad objectives of the instructor are to:

1. Assist participants in defining and achieving realistic career goals.
2. Help participants understand the value of effort and a positive attitude.
3. Build self-esteem through positive experiences with language.
4. Stress the importance of following directions and developing listening skills.
5. Help students recognize the importance of planning, organizing, and preparing.
6. Provide students with a variety of experience involving oral and written language.
7. Improve oral language skills and overcome participants' fear of speaking before a group.
8. Improve students' reading ability and study skills.
9. Improve students' writing skills.
10. Improve counseling and guidance, and carry out a follow-up of students' academic activities.

DESCRIPTION

The Language Skills pilot program is based on an integrated approach which includes reading, writing, speaking, and studying skills. It provides the learner with the opportunity to concentrate first on oracy--listening and speaking--before moving on to the more complex skills of literacy--reading and writing. It takes the learner back to the beginning, in that oral language is the foundation of all communication.

FUNDING

$19,724 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Older adults, rural residents, adults with limited English language skills

PRODUCT

Materials used in the Language Skills Program are currently being developed; however, no products are available at this time.

EVALUATION

The effectiveness of the Language Skills Program will be assessed by pre-testing and post-testing students in the areas of English skills and reading comprehension. The scores of the students who participated in the remedial program will be compared to the scores of students of comparable ability who did not participate in the program.

The instruments used for this assessment are the College English Placement Test (Houghton-Mifflin, Co.) and the Nelson-Denny Reading Test (Form F).

TITLE Sequential/Progressive Reading and Writing Program ABE-7

CONTACT Fred T. Murata (808) 671-7176
Vice Principal
Waipahu Community School for Adults
94-1211 Farrington Highway
Waipahu, Hawaii 96797

OBJECTIVES

The Project will be aimed at the development of a sequential/progressive reading and writing in practical skills program for non-immigrant adults who have not graduated from high school.

While this project is primarily targeted for non-immigrant adults, that should not preclude adults from foreign countries and adults who simply want to improve their reading and writing skills from availing themselves of the program.

DESCRIPTION

The project has entailed the following activities in its initial phase:

1. Experimenting with reading and writing materials developed by the project teachers
2. Gathering of and experimenting with resources developed by the project teachers
3. Evaluation of instructional materials - those developed by the teachers and those developed by commerical companies
4. Developing a syllabus for students to help them with reading and writing skills
5. Disseminating information regarding the reading/writing project to the community schools and other community groups
6. Conducting workshops for prospective teachers, probably next phase of the project
7. Visiting out-of-state reading/writing center(s)
8. Soliciting expertise concerning reading/writing in practical skills, from out-of-state

FUNDING

$8,441 September 1981 - June 1982

TARGET AUDIENCE

Varied minority ethnic groups, Handicapped (Waimano Training School), older adults, educational level, (1st to 8th grade), rural residents, urban residents, classroom teachers, administrators, vice principals, counselors, paraprofessionals, and women

PRODUCT

To date nothing of substance has been developed as this is the first phase of the project. It is conceivable that during the second phase next fiscal year, Sept. 1982 to June 1983, the following will be developed:

1. A syllabus for reading/writing for each level
2. A cradle for each level with instructional materials developed by the teachers
3. A cradle for each level with instructional materials developed by commercial companies

EVALUATION

To date no in-depth evaluation has been conducted in terms of the overall objective of the program; however, a post-test evaluation of students in select levels of reading/writing skills shows, even at a cursory glance, some substantial gains.

TITLE Microcomputer Assisted Instruction in Adult Basic Education ABE-8

CONTACT Karen C. Martin (317) 482-6806
Project Director
Indiana Vocational Technical College
310 N. Meridian
Lebanon, Indiana 46052

OBJECTIVES

1. To make recommendations about the advantages and limitations of those microcomputer components judged to be most suitable for use with Adult Basic Education students.
2. To provide guidelines for the selection of microcomputer software.
3. To familiarize selected local adult basic education directors and coordinators with microcomputer technology.

DESCRIPTION

Contact was made with microcomputer vendors and with all companies that sell educational software. Sixty software companies have provided the project with product information. On site visits are being made to educational settings in which computers are being used for student instruction. Meetings are being held with selected adult education program directors to familiarize them with the project. A final one day workshop will be held, with these directors to discuss information gathered by the project and to determine future goals.

This project is innovative in the field of adult basic education for several reasons. This specific student population has much to gain from exposure to microcomputers. In addition to receiving quality individualized instruction by computer this student group will become able to function successfully in our rapidly advancing technological society.

FUNDING

$14,410 September 10, 1981 - June 30, 1982

TARGET AUDIENCE

Adult Basic Education Program Directors

PRODUCT

The project will develop a handbook designed to aid program personnel in the selection of microcomputer hardware and software which is appropriate for use with adult basic education students. The handbook will contain the following information:

1. Background information on the use of computers in education
2. Explanation and description of hardware and software written in terms easily understood by a novice to computer technology
3. Information about the advantages and limitations of various microcomputer hardware components

4. Guidelines for the selection of educational software use in adult basic education programs
5. List of companies that sell software that may be appropriate for use in adult basic education programs
6. Recommendations for introduction of microcomputers into an adult basic education setting

The handbook will be completed by June 30, 1982. It will be distributed to adult education directors in Indiana.

EVALUATION

The project is basically a research oriented one. The evaluation of the achievement of project objectives is being done by a five member team of participant evaluators. These evaluators are all adult basic education program directors. They monitor the project to determine whether activities are being performed as scheduled.

TITLE Know-How Network: Stability and Replicability of Know-How Network ABE-9

CONTACT Julie Coates (913) 532-5866
Director, Local Programs
University for Man
1221 Thurston
Manhattan, Kansas 66502

OBJECTIVES

1. Non-formal learning options, because they are non-threatening, may attract clients who may be less likely to enroll in traditional learning programs.
2. Learning programs based on expressed needs and interests of the learner will result in more client participation.
3. Participation in learning opportunities will be increased if publicity and registration are concentrated within the community being served.
4. Participation in learning opportunities will be increased if classes are held within the community being served and/or transportation is provided to locations outside the community.
5. Acquisition of practical skills can improve the quality of life and lead to the enhancement of participants' ability to meet their own needs.
6. Stabilization of community-based education programs which utilize low/no-cost facilities and volunteers with special expertise, can be instrumental involving community members in educational programs which may lead to:
   a. better quality of life;
   b. increased ability to provide for own needs;
   c. participation in more formal learning programs.

DESCRIPTION

1. In the fall of 1980, the Know-How Network began to set up programs that offered educational classes in a non-formal setting within the target communities.
2. Educational needs were determined by personal interview with potential client, community leaders, social service agencies, and other advocates of the needs of the people in the target community.
3. Flyers were distributed offering courses in the Know-How Network to every home in the target community.
4. Registration for classes was held at areas within the target community. The Know-How Network basically offers two types of classes. One type of class focuses on job skills. The other type of class focuses on basic life skills such as health, family relationships, home weatherization, and cultural activities.

For the purpose of replicability of the community-based model, the Know-How Network will be offering two workshops in the Spring to disseminate the results and experiences of this project to other Adult Educators.

FUNDING

$10,000 August 1, 1981 - July 31, 1982

TARGET AUDIENCE

Black and Vietnamese minority ethnic groups, educational level (least educated/most in need), volunteers, paraprofessionals, and women

PRODUCT

Substantial documentation of the community approach and successful practices of the project currently exist and are available from University for Man. These include a 20-page pamphlet on how to start a similar program in other communities, a 16-page pamphlet on teaching adults in the informal, community setting in which the project took place, and practical manuals on the operational details of recruiting teachers, designing and producing community catalogs, obtaining community facilities, and working with volunteers. Recently an educational packet has been developed by William A. Draves, consultant to the project, and will be made available to Adult Educators.

The most informative product of the project are the four catalogs developed for each of the four sessions of classes held by the project to date. Non-credit class catalogs relay much information about the program, orientation and success of the project. The first kind of catalogs are the Know-How Network course brochures developed specifically for the most in need population. The second type of catalogs are the overall University for Man catalogs which include the Know-How Network classes in a special section.

Two questionnaires have been developed to better evaluate teaching methods, client interest, and class scheduling. These forms are also used to detemine if the project is reaching the target population.

EVALUATION

Three evaluations will measure the success of the project. In order to measure the success of the Know-How Network in Manhattan, the program participants will evaluate their experiences in classes. In order to measure the success of interagency cooperation, individuals from various social service agencies working with the program will be surveyed for their evaluation of the project and their suggestions for improvement. And in order to measure the effectiveness of the training and staff development, an evaluation will be conducted at the end of the spring workshops.

TITLE Jefferson County Adult Reading Project ABE-10

CONTACT Sharon Darling (502) 361-1364
Project Director
Jefferson County Board of Education
Louisville, Kentucky 40213

OBJECTIVES

1. Refine and replicate a model adult literacy program developed as a result of research conducted during the 1980-81 project.
2. Develop and implement strategies to create awareness of the problem of illiteracy and commitment on the part of the citizenry through input, volunteers, and financial aid to the expanded literacy efforts.
3. Develop and implement recruitment techniques directed toward adults who are most in need of basic skills but tend not to respond to basic recruitment efforts.
4. Develop and implement innovative program practices and instructional plans to meet the unique learning styles of adults with learning problems.
5. Improve existing delivery systems and instructional practices for non-reading adults through expanded teacher and paraprofessional training and through recruitment and training of volunteer aides.
6. Develop curriculum and implement instructional strategies to meet the most basic skill needs of the unemployed or underemployed.
7. In cooperation with other community agencies, serve as a link in coping skills programs designed to equip the non-reading adult to deal with the practical problems of everyday life.
8. Evaluate data collected from the Jefferson County Adult Reading Program and make recommendations for program improvement based on research conducted in project components.
9. Disseminate results, recommendations, and products from the Jefferson County Adult Reading Project to other areas desiring to implement all or part of the project components.

DESCRIPTION

1. Recruitment of 600 urban adult students reading below 6.0 was accomplished through public service announcements and interview shows on electronic media, free newspaper coverage, presentations at community meetings, paycheck inserts in industry and government employee paychecks, and a volunteer speaker's bureau utilizing a media presentation developed by the project.
2. Recruitment in target areas utilized by a team of business leaders, teachers, and former students.
3. Students were accepted through 5.9 reading level.
4. Teacher training consisted of one week session and monthly in-service training sessions for new teachers. More extensive training and follow-up for volunteers.
5. Thirty classes were established serving 535 students and utilizing 18 part-time teachers, 4 paraprofessionals, and 30 volunteers.
6. Classes were offered in 30 locations at varying time schedules including Saturday.

7. Specific student retention strategies were developed and are being implemented in the current project with a target of 85 percent retention.
8. An anomia scale and questionnaire are being administered to all students to determine impact of program on attitudes and daily living skills.
9. A casual comparative study is being conducted to determine the effect of designated variables on academic advancement.

FUNDING

July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Educational level 0 - 4.0 grade

PRODUCT

Adult Reading Materials Assessment (Available upon request)

Freed to Read: How to Establish a Literacy Program (Available upon request)

Jefferson County Adult Reading Program: Statistical Report (Available upon request)

Final Report: Jefferson County Adult Project 1978-79, 1979-80 (Available through ERIC)

Final Report: Jefferson County Adult Project 1980-81 (Available upon request)

Slide Preesentation: Reaching & Teaching the Illiterate Adult (Available on loan)

Video Tape Presentation: When Johnny's Parents Can't Read (Available on loan)

Final Report: Jefferson County Adult Reading Project 1981-82 (Available July 1982)

Video Tape Presentation: Adult Basic Education Does Make a Difference (Available on loan)

EVALUATION

All objectives will be evaluated.

The TABE test is being used as a measure of the program on student's daily living activities is an individual survey developed for use by the adult reading program.

The method used for evaluating the impact of the program on student's daily living activities is an individual survey developed for use by the adult reading program.

The impact of the student awareness component is evaluated by student enrollment and information concerning how each student became aware of the program.

Community commitment is evaluated by volunteer recruitment and commitment, monetary contributions and input and referrals from other civic/social/business organizations.

A casual comparative study is being conducted on other project components in an attempt to measure the effect of selected variables on rate of learning.

TITLE Improving Adult Education Instruction in Mathematics and Language Arts Through Computer Assisted Instruction

CONTACT Ted Gullatt (504) 687-4341
Assistant Superintendent
Iberville Parish School Board
Plaquemine, LA 70764

OBJECTIVES

1. By October, 15, 1981, students will have been evaluated using the CAT and placed at appropriate levels of instruction in mathematics and language arts.
2. By October 25, 1981, students will receive instruction on the operation of the student computer consoles and will be placed in prescribed learning levels as was determined by the results of the test given as well as placement tests which are part of the CAI software.
3. Throughout the duration of the school term student progress will be individually monitored, reviewed, and results recorded by the teacher using the master console.
4. The student will receive immediate encouragement, direction, and reinforcement by interacting directly with the computer through the use of individually prescribed activities, lessons which have been designed to achieve desired progress, and remediation.
5. By the end of the session, students in the program will show marked improvement in the areas of math and language arts as will be evidenced by post CAT results and comparisons with progress made by students in the CAI program.

DESCRIPTION

1. California Achievement Tests are given at the beginning of each school session to all Adult Education Students in the parish. These results serve as the basis for evaluating student progress through computer assisted instruction. Students in the Plaquemine Area will receive CAI. Students enrolled in Adult Education in other areas of the parish will not receive CAI and will serve as the control group.
2. Students will receive instruction on the use of the computer consoles as a teaching aid. Following this instruction, students will be placed at varying learning levels in math and language as determined by the results of pre-testing and other procedures inherent in the CAI Software to further prescribe remediation and/or placement.
3. The teacher will be able to monitor student progress via the master control as well as evaluate student progress from recorded results of student work and individual conferences.
4. The student will receive messages from the computer as errors are made as well as receive immediate results on tests taken or work completed. Through both student interaction with the computer and teacher, immediate reinforcement and guidance will result.

5. At the end of the school session, all adult education students will be given a post test (CAT). This will assist the teacher in measuring student achievement during the year. A comparison of GED results will further assist in this evaluation.

FUNDING

$3,340 October 1, 1981 - June 1, 1982

TARGET AUDIENCE

Education level - ABE.

EVALUATION

In order to assess the extent to which the project's objectives are accomplished, the Project Director will evaluate all phases of project development to include:

1. Analysis of data and subsequent reporting.
2. Evaluation of the equipment's performance.
3. Evaluation of the software with respect to
   a. Ease of use by teacher and students
   b. Meeting the needs of the students
4. Recommend project expansion and continuance, based on outcomes.

TITLE Home-Based Computer Assisted Adult Education - Phase II

ABE-12

CONTACT Dr. Rolland Broussard (318) 264-6680
Professor
University of Southwestern Louisiana
Lafayette, LA 70504

OBJECTIVES

1. Development of a home-based computer assisted instruction delivery system for use with undereducated adults.
2. Preparation of a curriculum guide for instructors which will correlate the computer program lesson material with commonly available resource material in adult education programs in Louisiana, including APL material.
3. Determination of the effectiveness of computer assisted instruction in a normal adult education context.
4. Field testing of the home-based computer assisted instruction delivery system developed in the first objective.

DESCRIPTION

During Phase I, the project centered on pre-home-based planning and piloting activities with a part-time class of ABE and GED adult education students. The staff attempted to determine the appropriateness and applicability of computer assisted instruction for use with adult education students. The actual instructional time was six months. Curriculum study and the preparation of a curriculum guide has continued throughout the project.

Phase II projected the implementation of home-based computer assisted instruction. It is the opinion of the Project Director, Curriculum Specialist and other pertinent personnel associated with the project that program development has not reached a satisfactory level for implementation during Phase II. The main factors considered in reaching this decision are:

a. A relatively short period of time for pre-home-based planning and curriculum development.
b. The curriculum guide has been prepared in rough draft format and required field testing and further development (due to the short period of actual instruction).
c. Relatively high cost of computer equipment and facilities for home-based installation and operation.
d. Continuing problems with student attendance in adult education classes (causing difficulty in studying the effectiveness of CAI).

For that reason, it is recommended that Phase II of the project be conducted in a manner similar to Phase I. Computer assisted instruction (and curriculum development) needs further study and piloting before being implemented on a statewide basis, either in a traditional adult educational format or a home-based context.

FUNDING

$15,052 October 1, 1981 - September 30, 1982

TARGET AUDIENCE

Rural residents.

PRODUCT

1. The development of a home-based computer assisted instruction delivery system for use with undereducated adults.
2. The preparation of a curriculum guide for instructors which will correlate the computer program lesson material with commonly available resource material in adult education programs in Louisiana.

EVALUATION

Effectiveness will be evaluated by comparing the performance of the adult education students enrolled in the computer assisted instruction program with regular adult education students in LaFayette Parish and in the State. Measures conventionally collected from regular adult education student will also be determined for the students involved in the project. A common measure collected is grade equivalence from the California Achivement Test. Equal or greater performance by the students in the project will constitute successful accomplishment.

A special questionnaire will be developed and administered to project participants. The questionnaire will attempt to determine the affective disposition of the students toward CAI and also solicit suggestions for implementing CAI with adults. The questionnaire will be prepared by the project staff.

TITLE Reading Aids Parents and Children ABE-13

CONTACT Selma Kay Weaver (318) 263-2914
Supervisor Adult Education
Bienville Parish School Board
P.O. Box 418
Arcadia, LA 71001

OBJECTIVES

In order to provide a more up-to-date method of teaching reading, the Bienville Parish School Board hopes to establish a reading laboratory and continue with an all-out effort to encourage all undereducated adults to enroll in an adult education program. The major objectives of the program are as follows:

1. To continue the already successful program at the Adult Education Center, and make it even more enticing to adult students by offering each participant at least nine hours per week in the EDL Reading Lab (three 3-hour sessions). The lab will also be made available to other adult classes throughout the parish.
2. To offer the unique experience of using sophisticated instruments to help a student learn.
3. To interest and motivate undereducated adults who have never been exposed to many of the experiences they will read about in the programmed materials which accompany the equipment in the Learning 100 Communication Skills System.
4. To expand the reading program to the point that each student has equal opportunity--to develop perceptual accuracy and visual efficiency; to enrich experiential background; to develop an extensive vocabulary; to develop work attack skills.
5. To encourage students to work with their own children thereby developing in their child an interest in reading and reading skills.
6. To develop and increase ability to direct and sustain attention as well as learning the fundamentals of reading and listening comprehension which will lead to interpretive reading, critical reading, analytical reading, each grouped with listening skills.
7. To develop the ability to locate and use reference sources and efficient study skills and learning approaches which will in turn encourage each student to progress at his/her own rate and to read independently on those subjects which interest the reader.
8. To provide a continuous program of student evaluation and reinforcement that will eventually lead to successful completion of the GED test and in turn a high school diploma.
9. To continue to incorporate adult performance level (APL) objectives and life-coping skills in the instruction and assessment activities of the program.

DESCRIPTION

General design:

The Adult Education Center will continue to offer the daytime classes and evening classes. Evening classes which are now held throughout the parish and at the parish jail will continue to operate. The general design of "Project RAPAC" has been to develop a reading lab, unique to the parish, and then actively recruit those undereducated adults who as parents feel inadequate as helpers for their own children when they need help with homework. Parent involvement in the regular school program can best be achieved by first making the parent confident in his own academic ability, and just as the handicaps of illiteracy have impacts far beyond the particular individual, the impacts of success follow a similar pattern.

"Project RAPAC" attempts to present a reading program to undereducated adults with limited experiential background that will broaden their scope of interest in the world as well as increase their skills in basic reading. Research shows that an EDL Learning 100 lab can accomplish in 5 months what is normally acccomplished in a nine-month session. The EDL Learning 100 program is a multi-media, multi-model, multi-level communication skills system. It is especially designed for older students who have already experienced failure and exhibit little confidence in their ability.

FUNDING

$16,000 October 1, 1981 - September 30, 1982

TARGET AUDIENCE

Older adults, rural residents, classroom teachers, paraprofessionals, and parents and their children.

EVALUATION

A comparison of pre- and post-tests (California Achievement Tests - Levels 17-19, Forms A, B, C, and Silveroli, Forms A and B) will be used to record progress of adult student. Correlation will then be made between parent progress and child progress. Reading check lists and interviews with school principals will help determine child progress.

TITLE A "Daytime" for Adults ABE-14

CONTACT Dr. Eugene Doran (601) 728-7751
Director, Continuing Education
The Northeast Mississippi Junior College
Cunningham Boulevard
Booneville, Mississippi 38829

OBJECTIVES

Level I adults are to be recruited by existing outreach coordinator who frequents the Northeast Junior College five-county service area.

DESCRIPTION

Publicity via radio and colorful "easy to understand" fliers will be coordinated through the Public Information Office.

Where needed, personal contact as to available services will be provided.

Local industry will allow notification of this endeavor via bulletin boards and personal contact.

FUNDING

$7,900 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Unemployed and Night Shift Workers

EVALUATION

Evaluation will be based on participation in Lab activities, number of children placed in the Day Care Center, and the number of participants utilizing bus transportation.

TITLE ABE Newsletter ABE-15

CONTACT Dr. Jane Hunter (308) 635-3606
Supervisor, Adult Basic Education
Nebraska Western College
Scottsbluff, Nebraska 69361

OBJECTIVES

To provide information on a variety of topics to adult basic education teachers in the state of Nebraska. Topics covered are teaching techniques especially in reading, math, and ESL; materials review; and information from the State Department of Education relating to forms, funding, and other administrative matters.

DESCRIPTION

A six-page newsletter is published four times a year and sent directly to all adult Basic Education instructors, supervisors, state department staff, and other interested persons. The administrative worload general editing is done by a staff member at Nebraska Western College. Special sections on reading, math, and ESL are written by persons with experience in these areas. State department staff also provide material for the newsletter.

FUNDING

$5,070 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom Teachers and Administrators

PRODUCT

Nothing further is expected to be developed.

EVALUATION

A postcard will be included with the last edition on which there will be questions, etc., related to the effectiveness of the project this fiscal year. The instrument for this year has not yet been designed but will be similar to the one used last year.

TITLE Clarement Adult Basic Education ABE-16

CONTACT Theresa Contu (603) 542-4719
Director
Claremont Adult Basic Education
Clarement Junior High School
Claremont, New Hampshire 03743

OBJECTIVES

1. Help people to grow through education.
2. Make aliens recently relocated feel more at home by teaching them English as a Second Language.
3. Teach Life Coping Skills to those who need them in order for them to function better in society.
4. Teach reading to adults whose reading levels are below 6th grade.

DESCRIPTION

Classes meet twice a week for two periods of 10 weeks each, from September 1 through June 1.

As the needs vary greatly within the one classroom, so does the methodology. We use cassettes for pronunciation drills for ESL students, electronic spelling, and math games for the basic skills. One innovation that has seemed successful this year is the introduction of tutors in the classroom; this has enabled us to concentrate on the diverse problems of the learners.

FUNDING

$6,588 August 15, 1981 - June 30, 1982

TARGET AUDIENCE

Spanish, emotionally disturbed, older adults, educational level below 6th grade, correctional institutialized, women, and unemployed.

EVALUATION

1. Slosson Reading is used to evaluate every new registrant. In cases where reading is the area where a student needs help, a Slosson is again administered at the end of the school year.
2. Concrete results:
    a. A young fellow, 26 years old, who can finally get a driver's license because of the help he received in ABE classes.
    b. A resident alien, who has been in this country for 14 years and can finally receive his citizenship because of our classes.
    c. The many unemployed who can find work because they have passed their GED test after coming to ABE classes.

TITLE - WRITE NOW ABE-17

CONTACT Kathy Narkevitz (609) 228-6000
Project Director
Educational Improvement Center-South
EIC-South
Box 209, RD#4, Sewell, New Jersey 08080

OBJECTIVES

1. To develop materials that will enable teachers to provide writing instruction.
2. To improve the written communication skills of students in adult education classes.

DESCRIPTION

1. Review of literature.
2. Establishment of Editorial Review Board.
3. Development of original instructional materials.
4. Evaluation of materials by Review Board.
5. Production of approved instructional materials for field-testing.
6. Field-testing in six pilot sites (1 training session provided to users).
7. Evaluation by users.
8. Rewrite.
9. Production of materials.

FUNDING

$49,364.79 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Reading level 5th grade or better

PRODUCT

In the development of the WRITE NOW KIT to date, 60 lessons have been prepared. Each lesson includes a stated objective, background material, a writing task and a mechanism for evaluation. The lessons include: 16 Lessons on Sentence Development, 11 Lessons on Narrative, 9 Lessons on Exposition, 10 Lessons on Description, 7 Lessons on Report Writing and 6 Lessons on Letter Writing.

An accompanying teacher's guide includes a diagnostic pre- and post-test. The teacher's guide also contains explanatory material and suggested additional instructional strategies for each lesson.

Materials are currently being field-tested. They will be available for distribution from EIC-South, 207 Delsea Drive, RD#4, Box 209, Sewell, N.J. 08080. Final cost to be determined.

EVALUATION

An editorial review board has reviewed the material to determine content validity.

The instructional materials will be field tested at six sites. The sites have been selected as a representative sampling of the state's adult education programs.

Teacher-users from the pilot sites will provide feedback via a project-developed questionnaire. Students at the pilot sites will be asked to complete a similar questionnaire, reflecting their evaluation of the materials.

Student-users will undergo pre and post assessment of writing skills. The assessment instrument measures sentence-development abilities and requires students to produce a writing sample for evaluation.

In addition, student-users at the pilot sites will complete several survey instruments. The Miller-Daley Writing Attitude survey will be administered pre and post, as well as a student self-evaluation of writing skills.

Classroom observation data will be collected on-site as a record of observation of the materials in use.

TITLE Pilot Project in Computer Assisted Instruction for Adult Basic Education Students ABE-18

CONTACT Elizabeth Buckley (516) 482-8650
Director
Adult Learning Centers
Great Neck Public Schools
Great Neck, New York 11021

OBJECTIVES

Computer Assisted Instruction was introduced into the Adult Basic Education Program of the Adult Learning Centers for Adult Basic Education students in order to promote greater cognitive growth in reading and mathematics, to increase the amount and quality of student contact with the Adult Learning Centers and to bring about more self-directed learning styles and improved attitudes towards learning.

DESCRIPTION

All students are tested upon entry into the program. Those students who score between third and seventh grade levels in reading are directed to utilize Computer Assisted Instruction as one component of their study program. Participating students are expected to utilize Computer Assisted Instruction for a minimum of 5 total hours over the course of the school year. The time will be divided between the study of reading, language arts and arithmetic according to the particular student's needs.

FUNDING

$56,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

All ethnic groups, older adults, students who have not completed HSE and have less than 8th grade skill level, urban residents, immigrants, and adults with limited English language skills

PRODUCT

The "Final Three Year Report (2/77 - 6/79) Pilot Project in Computer Assisted Instruction for Adult Basic Education Students" is available in ERIC. A three-page abstract of current project results is available in limited supply.

EVALUATION

1. The CAI "experimental group" will consist of at least 150 Adult Basic Education students who will utilize CAI throughout the school year. Approximately 50 percent of these students will primarily attend and study in individualized learning laboratories and the other 50 percent will primarily attend and study in group classroom settings. The target population will consist of undereducated adults of various ethnic and academic backgrounds ranging in age from 17 to 80.

2. The study is designed to generate insight on the effect, both cognitize and affective, of Computer Assisted Instruction on Adult Basic Education students. All educational objectives will be measured utilizing: time records automatically computed by CAI, California Achievement Test results, attendance figures, and responses to student questionnaires.
3. Results of all previous evaluations have been extremely positive.
4. The use of a CAI system has proved to be effective with undereducated adults functioning below the 8th grade level in both individualized and group instructional settings.

TITLE Research and Development - Statewide Television ABE-19

CONTACT Deborah Clark (518) 465-4741
Acting Director
Albany Educational Television
(City School District of Albany)
27 Western Avenue
Albany, New York 12203

OBJECTIVES

1. To bring instructional and educational programs to the homes of undereducated adults via cable television.
2. To continue producing instructional and educational videotapes for adults which can be aired on cable TV and/or used in ABE and HSE programs.
3. To offer distribution and duplication services in order to increase viewing audience on a statewide level and to have videotapes reach more adult education programs.
4. To research, review, and report on whatever instructional videotapes have already been produced for adults at the ABE-level.
5. To create a regional network of cable TV companies which will enable Albany Educational Television (AET) to cablecast all its educational and instructional programs directly to the homes served by each cable company, thereby increasing the number of adults reached.

DESCRIPTION

1. Albany Educational Television (AET-9) is a full-color, television production studio engaged in the cablecasting, production, duplication, and dissemination of educational and instructional videotape programs. It brings instructional and educational programs to the homes of undereducated adults by cablecasting on the educational access channel (#9) of the Capitol Cablevision system which serves 40,000 homes. It cablecasts 30 hours of educational, instructional, and public service programs per week directly from its studio and carries 41½ hours of additional programming on its channel from the Appalachian Community Service Network (ACSN). Received by satellite, ACSN programming includes professional development courses, undergraduate telecourses for credit, and personal enrichment programs. Therefore, although AET-9's target audience is primarily undereducated adults, its programming appeals to a wide range of people.

   AET's local organization programming includes a daily listing of job openings, a home and garden series, a music program, health and medical issues, a series exploring Third World countries, a magazine-style format program of local interest, public policy issues, a consumer-oriented series, and instructional series which include metrics, fractions, and TELESIS, preparation for the General Educational Development (GED) exam.

2. Currently, AET-9 produces two types of programming: educational/public service programming which is produced primarily for cablecasting, but much of which also has application in adult education programs, and instructional programs for use in Adult Basic Education classes.

FUNDING

$125,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Black and Hispanic minorities, handicapped, older adults, ABE and HSE educational level, health and correctional institutionalized, classroom teachers, and unemployed

PRODUCT

The Adult Basic Skills videotapes should be available by late 1982. Copies of these tapes will be free to all educational programs and non-profit organizations who provide blank tapes. A report on what instructional videotapes have been produced by other institutions for ABE-level students will be completed by July 1, 1982.

Past issues of AET-9's Videotape Catalog may be ordered at any time by writing to Albany Educational Television, 27 Western Avenue, Albany, New York, 12203 or by calling (518) 465-4741.

EVALUATION

The evaluation of the many facets of AET-9's operation involves several different methods and formats.

The evaluation of the cablecasting operation is primarily a technical evaluation.

The success of the high school equivalency course, TELESIS, is measured by the number of people out of the number registered who take and pass the GED.

The effectiveness of the Adult Basic Skills videotapes is measured in two ways. Evaluation forms are sent to each educator who uses the tapes (see attached form). Questions are asked about the way the tape and accompanying materials are used and the level of student using them. Educators are given a chance to comment on the weaknesses of the tapes and materials as well as on their strong points. An evaluation form to be filled out by students who've viewed the tapes is also available. This is administered to students at the Albany Adult Learning Center. It is given orally to students with low reading levels. Comments and suggestions from both the educators' and the students' evaluations are taken into consideration when writing and producing subsequent Adult Basic Skills tapes.

A file is kept of all catalog subscribers by name and of all duplication requests by agency and year. In addition to aiding the processing of orders, this information allows AET-9 to evaluate how the volume of duplication has increased each year, who utilizes its services, and what video programs are most requested.

TITLE Writing Skills Curriculum for Adult Basic Education Students ABE-20

CONTACT Dr. Bonne T. August (212) 643-2563
Project Director
New York City Technical College, CUNY
Division of Continuing Education
300 Jay St.-CE 503
Brooklyn, New York 11201

OBJECTIVES

The project will field test the curriculum developed in 1980-81. On the basis of the field test, the curriculum will be revised. In addition, staff development training sessions will be conducted for teachers and instructional supervisors in adult basic education programs.

DESCRIPTION

Field Testing: A group of 15 teachers, presently teaching adult students at beginning, intermediate, and advanced levels, was selected. Field test teachers received 1½ days of pre-service training and 2 days of in-service training. They were asked to use the curriculum in their classes. At the end of the field test period, the teachers participated in an evaluation session and completed a written evaluation form.

Staff Development Training: One day workshops will be held at 12 sites. Teachers and instructional supervisors will receive an overview of the process of writing instruction and an orientation to the curriculum.

FUNDING

$10,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers and Adult Basic Education administrators

PRODUCT

Single copies of the field test education are available from the project director. The revised curriculum will be completed approximately April 1, 1982.

EVALUATION

Field Test: See above.

Staff Development Training:

1. Questionnaire for use at training session.
2. Conduct follow-up survey of participants at earlier sites to determine successes and problems in the implementation of the curriculum in these centers.

TITLE Giving Rural Adults a Study Program (GRASP) ABE-21

CONTACT Carol E. Bartlett (518) 793-7721
Project Director
Washington-Warren-Hamilton-Essex Counties
Board of Cooperative Educational Services
Dix Avenue
Hudson Falls, New York 12839

OBJECTIVES

To reach and serve rurally isolated, educationally and often economically disadvantaged adults; to serve adults unable to attend on-site classes due to problems with work schedules, transportation, child care, etc. To use community agencies as a source of referrals, to assess educational needs of all referrals, and to recommend options open to them: in-place ABE units, volunteer tutorial assistance, packaged home-study via state library system delivery, other alternative approaches deemed necessary.

To develop home-study instructional materials and investigate student support services needed to adequately serve adults reading below a 6.8 reading level. To refine and continue development of home-study program for adults reading between 6.8 and 8.9.

DESCRIPTION

Project staff made direct contact with agency network personnel, informing them of assistance offered their clients by project GRASP staff. A contact person has been named by each interested agency, and the contact person uses an established referral system to recommend students. Upon receipt of referrals, project staff meets with client to counsel and to conduct an educational needs assessment. The staff evaluates client, and recommends to both agency contact and client the best option for meeting educational needs. Entry to the program is open-ended.

A program of home-study was developed for reading level 6.8 and above. The staff is now field-testing home-study materials for reading levels 5.5 to 6-7. Home-study packets are individualized, and are delivered to the student via the library or bookmobile in his/her community. Much of the success of this project is the total cooperation of the regional library system to deliver study packets.

FUNDING

$20,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Physically disabled, older adults, reading level 0 to 8.9, rural residents, correctional institutionalized, and adults with limited English language skills

PRODUCT

Outreach: To better serve the rurally isolated adult reading at about a 7.0 reading level, or above, a home-study program was designed using a state library system delivery to allow for student to pick up and return learning packets at 32 community libraries and 42 bookmobile stops within a four-county area.

Student Guide: A Handbook for ABE/GED Home-Study Program was developed to include sections on home-study as handled in this project, study helps, and equivalency testing information. The handbook is used both as an information resource and instructional tool; the first reading assignment return is designed to tell how well the student understood the handbook material.

Instruction: A bibliography of materials suitable for a home-study program for readers at grade levels 5.0 to 6.8 is being compiled and field-tested. Included is a list of objectives for the role of volunteer tutor.

EVALUATION

Project staff keep bi-monthly progress records for each student in the home- study portion of the program. The student is re-evaluated each time an assignment packet is returned (every two weeks). Student Time/Study sheets give immediate feedback to staff as to difficulty of assignment for the student.

The linkage with service agencies for referrals and the opportunity to make use of an in-place delivery system has contributed to the success of this program. Contacts are made frequently between staff and cooperating agencies; the number of clients served is increasing monthly.

TITLE Video Math Series ABE-22

CONTACT K. Roskos (216) 599-8135
Special Services Director
Conneaut Area City Schools
263 Libery Street
Conneaut, Ohio 44030

OBJECTIVES

To develop a video series in math for adults competent in primary level math skills for the following purposes:

1. To utilize cable television as an alternative instructional opportunity for potential ABE participants in two ways: as an integral part of an existing home-based instructional program when applicable and as a refresher math course for adults unable to attend ABE centers.
2. To provide ABE instructors more instructional flexibility and a means of utilizing instructional time more effectively.

DESCRIPTION

1. Production of nine 30-minute video instructional sessions in math.
2. Development of studybooks to accompany each video instructional session.
3. Utilization of the video series within ABE Centers and institutions on a trial basis.
4. Communications and agreements with local cable television officials.
5. Organization and promotion of the video series as a math refresher course on cable television.

FUNDING

$9,324 September 1981 - September 1982

TARGET AUDIENCE

Older adults, educational level less than grade 12.

PRODUCT

Development of a video math series for adults competent in primary level math skills. The video math series consists of nine videotapes and nine corresponding studybooks as follows:

1. A Review of the Basic Operations: Addition, Subtraction, Multiplication, Division
2. Fractions Part I : Introduction and Addition
3. Fractions Part II : Subtraction, Multiplication and Division
4. Decimals: Addition, Subtraction, Multiplication, Division
5. Percents
6. An Introduction to Geometry: Shapes, Terms, Basic Formulae
7. Basic Geometry
8. An Introduction to Algebra
9. Basic Algebra

Each tape consists of approximately 30 minutes of instruction.

Each studybook includes the teaching objectives, definition of terms, and examples discussed during the video instructional session and additional problems. The answers to the problems are included within the studybook.

EVALUATION

1. Frequency of use in local ABE Centers as measured by teacher records.
2. Effectiveness of instructional approach as measured by pre- and post-test data of individuals utilizing the series in ABE Centers and in the home-based instructional program.
3. Responses of adults utilizing the video series in ABE Centers and the home-based instructional program as measured by an informal evaluation device.
4. The number of adults who participate in the ABE/GED six-week course offered on cable television.

TITLE Computer Instruction for ABE ABE-23

CONTACT Sharlene Walker (503) 296-5444
ABE Director
Treaty Oak Education District
The Dalles, Oregon 97058

OBJECTIVES

1. Implement and use computer software with basic skill students.
2. Utilize computer for Adult Basic Education recordkeeping.
3. Utilize computer for vocational "search".

DESCRIPTION

1. Purchase and installation of computer system.
2. Staff inservice and training. Mini-course attendance.
3. SDE Consortium developed to provide low-cost good educational software.
4. Expose and train ABE students to use the computer.
5. Utilize Rogue Community College and Chemeketa Community College staff to inservice use of the reporting program.
6. Maintain duplicated records for two terms until reporting system is stabilized.

FUNDING

$4,200 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

American Indian, East Asian, Hispanic; mentally retarded; older adults; educational level K-12; rural residents, correctional (jail release) institutionalized; adults with limited English language skills; most target groups

PRODUCT

None

EVALUATION

1. Informal evaluation of student motivation and progress. Math and language arts are emphasized.

   Reporting system will be effective when it matches manual report gathering.

2. All will be critically evaluated. The nature of the project can best be measured by utilization of the equipment.

TITLE The Development of Ethnic Heritage Instructional Materials for Adult Basic Education Students

ABE-24

CONTACT

Dr. Robert W. Zellers
Project Director
313 Gardner Street
Johnstown, PA 15905

(814) 255-3521

OBJECTIVES

1. The project intends to create ethnic heritage instructional materials which can be used in all adult basic education programs.
2. The project materials will be directed toward improving the reading and writing skills of adult basic education students.
3. The project materials will be directed toward communicating knowledge of the ethnic heritage of most ethnic and racial groups.
4. The project materials will be directed toward promoting a greater understanding and respect for other groups and cultures.
5. The project materials will be directed toward promoting a renewed spirit of learning and interest in the adult education student.

DESCRIPTION

The purpose of this project is to create learning materials on the topic of ethnic heritage for use in adult education programs. More specifically, the project plans to create instructional materials for use in local adult education programs. The materials will be directed toward the need for improving literacy and improving the ability of various peoples to live in harmony. The project plans to produce ethnic heritage materials which will consist of: (1) a filmstrip, (2) a student self-paced instructional packet, (3) a correlated teacher's guide. The project product, a set of ethnic heritage materials, will be appropriately packaged and be distributed to the various adult education programs throughout Pennsylvania.

FUNDING

$5,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

All minority ethnic groups; handicapped, educational level ABE 1-8, inmates of correctional institutions, and immigrants.

PRODUCT

The project's final products will be distributed through various methods. The major dissemination function will take place through the adult education clearinghouse AdvancE, Adult Education Clearinghouse, Millersville State College, Millersville, Pa. The project will provide AdvancE with ten complete sets of the materials to circulate and loan throughout the state and nation in their normal dissemination manner. It is also planned to give to each of Pennsylvania's seven major adult education learning centers a complete set of the ethnic heritage instructional materials. Thus a total of 17 complete sets of the material will be distributed by the National Diffusion Network, the Center for Educational Improvement, the Education Research Information Center, and RISE.

EVALUATION

The evaluation segment of the project will be done in various stages. As the materials are developed in draft stages they will be carefully scrutinized by the project director/developer and the curriculum specialist. They also will be shared with various adult education curriculum specialists in order to solicit their suggestions and recommendations for content, style, level, etc. The proposer has also secured agreement from staff members of "Ethnic Heritage Studies Program" within the United States Department of Education to serve as unpaid evaluators of the materials and unpaid consultants to the project.

Plans have been made to field test portions of the materials in the adult education classes of the Greater Johnstown Vocational Technical School. It is also planned to seek the advice and counsel of various local adult education instructors. It is the objective of the proposer to create a product which will be readily implementable in existing adult education programs., so we intend to make every effort through an ongoing program evaluation to ensure the quality of the product.

TITLE Computer Technology - "Update & Expand" ABE-25

CONTACT Dan Paul (717) 462-9878
Federal Program Director
Shenandoah Valley School District
N. White Street
Shenandoah, PA 17976

OBJECTIVES

Increase the awareness of administrators and educators involved in adult education of the availability and appropriateness of computer software - which can be utilized in instructional programming for ABE/GED type classes.

DESCRIPTION

Computer software was selected for evaluation based on recommendations from other educators, distributors of software, and representatives of journals who evaluate software. A series of programs were collected which covered a range of subjects and attempted to represent the leading companies involved in producing software.

A team of educators and adult students evaluated these programs for content, program design, and interest level - personnel with strong experience in computer design assisted in developing an evaluation form to assess program design. This material will be available to other interested groups as a booklet - copies will be maintained at Advance.

The booklet recommends a series of programs in math, reading, and language arts. An analysis of the programs is provided. Over $6,000 in computer software was assessed as part of this project.

FUNDING

$4,880 August 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers and administrators.

PRODUCT

Booklet - evaluation of popular computer software in current use as appropriate to address the needs and interests of the adult learner. Contains comments from educational specialist in remedial reading, math, and curriculum and instruction. The reactions of students are recorded.

The booklet is designed to be used by educators and administrators of adult education - in selecting material to present computer instructional programming.

"Computer Software for the Adult Learner" will be available in June 1982.

Several hundred copies will be available free to educators and administrators in adult basic education; demand which exceeds this level will not involve any cost beyond the cost to reproduce materials.

Materials will be available through AdvancE, Millersville College.

EVALUATION

This project will present an evaluation of computer software which will include aspects of both content and program design. Most evaluations of the computer software stop at a description of content (scope and sequence). Including both provides the educator with a greater understanding of the appropriateness of the program within a certain instructional framework.

Feedback on adult responses in working with computerized instruction is unique.

A copy of the booklet will be submitted when completed in June.

TITLE Project RURAL (Regional Utilization of Resources to Aid Literacy) ABE-26

CONTACT Edie Gordon (814) 359-3069
Project Director
CIU #10 Development Center for Adults
Centre County Vo-Tech School
Pleasant Gap, PA 16823

OBJECTIVES

1. To provide, through local libraries and bookmobile distribution, individualized home study materials to 50 ABE students, level 5-8;
2. To develop and distribute, through the Meals-on-Wheels van and Senior Citizens' Centers, life-coping skill materials to 200 ABE students, level 5-8;
3. To provide volunteer literacy tutors for 100 ABE students, level 0-4;
4. To provide GED newspaper lessons to 50 students, level 5-8 and 9-12;
5. To provide a home-study GED program through televised lessons to 50 students, level 9-12;
6. To design and implement an effective monitoring/students support system for the various delivery components listed above.

DESCRIPTION

Project RURAL utilizes existing regional resources (such as local libraries and bookmobile, AAA Meals-on-Wheels van; Literacy Council volunteers, daily newspaper, and educational TV) as unique rural delivery components geared to reach all levels of ABE/GED students. A student home-study support system is provided through a Dial-a-Teacher service.

FUNDING

$26,908 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Older adults, educational level at 0-4, 5-8, 9-12, and rural residents.

EVALUATION

Project RURAL will be formatively evaluated on the basis of specific objectives reached, as reflected by the number of students served by each of the RURAL resource delivery components outlined in Project Objectives.

TITLE Telephone Instruction Involving Rural Adults ABE-27

CONTACT Dennis Bidwa (717) 624-4616
Adult Education Coordinator
Lincoln Intermediate Unit No. 12
LIU #12, P.O. Box 70
New Oxford, Pennsylvania 17350

OBJECTIVES

1. The project will develop a model telephone instruction system. Effectiveness will be judged on a majority of positive responses to a structured interview including project staff and a random sample of students.
2. During the instruction phase, 35 rural adults will meet their individual educational objectives (as determined during an initial assessment).

DESCRIPTION

1. Promotion and Recruitment Phase

   Promoted through major employers, community organizations, churches, and school districts.

   Following recruitment, participants are given an orientation at several community centers. The orientation will include a description of the program, a pre-test using the Test of Adult Basic Education (TABE), and developmnet of a call schedule.

2. Instruction Phase

   Upon completion of student evaluation, appropriate texts (commercial) are mailed and a teacher availability scheduled for each student.

   A toll-free WATTS line is installed in the teacher's home (this precludes necessity of office space and offers complete flexibility in scheduling teacher time).

   Student calling activity recorded in log.

   Successful completion of the program will be indicated if students fulfill individual goal plans, enroll in ABE/GED classes, or acquire a GED.

FUNDING

$9,310 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Handicapped, rural residents

PRODUCT

This project will develop and field test an appropriate telephone instruction system to serve rural, handicapped, and other adults who cannot attend traditional ABE/GED classes.

One by-product anticipated is increased activity in locally offered ABE/GED classroom activities.

	Date Available	Source
Mid-Year Progress	Feb. 1982	Lincoln Intermediate Unit #12 P.O. Box 70 New Oxford, PA 17350
End of Project Report	July 1982	Same

One copy will be mailed at no charge.

EVALUATION

1. Evaluation of student progress and accomplishments will be done by telephone interview with each student.

2. Evaluation of the effectiveness of the delivery system will be done by analyzing the student calling activity logs and evaluation by the teacher of student response and acceptance.

TITLE Project GAME (Gaining Access to Mathematical Expertise) ABE-28

CONTACT Nancy Fogleman (814) 359-3069
Project Director
CIU#10 Development Center for Adults
Centre County VoTech School
Pleasant Gap, PA 16823

OBJECTIVES

1. To develop seven sets of basic skill games, containing a total of 24 variations, designed to increase competency and reinforce retention of skills.
2. To increase the basic math skill competency of 50 students by three grade levels.

DESCRIPTION

Math games are being designed for low-motivated young adults from disadvantaged backgrounds who have difficulty utilizing conventional study materials. The games will complement a 5 - 8 level mathematics curriculum.

FUNDING

$4,980 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Educational level 5 - 8

PRODUCT

A sequentially organized set of math games designed to increase motivational level and reinforce retention of skills is being developed. The target population will be low-motivated young adults from socially, educationally, culturally, and economically disadvantaged backgrounds who do not yet possess the self-discipline necessary to engage in long periods of study utilizing conventional methods and materials.

Project GAME will be available through ADVANCE in July, 1982.

EVALUATION

Project GAME will be evaluated on the basis of specific objectives reached, as reflected by the number of games and game variations designed and by the number of student participants. Pre- and post-tests will be administered to 50 GAME participants to determine precise product impact.

TITLE Computer Literacy and Instruction ABE-29

CONTACT Gerald L. Valeri (814) 946-8245
Director, Federal Programs
Altoona Area School District
East Crawford Avenue & Lloyd Street
Altoona, PA 16602

OBJECTIVES

1. To increase the number of adults involved in the Adult Education Program.
2. To increase the computer literacy rate of the adult learner.
3. To improve reading and math abilities of the adult student.

DESCRIPTION

The project utilizes the Commodore PET and APPLE 48K$^+$ micro-computers for computer assisted instruction with adult learners. Students are currently using the CAI lessons as a supplement to improve their basic skills. The computer literacy component consists of a 15-lesson program.

FUNDING

$10,658 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Minority ethnic group, handicapped, older adults, education level 9-12, inmates of correctional institutions, women, and unemployed

PRODUCT

A curriculum for computer assisted instruction will be compiled, as well as one for computer literacy.

A final report will be prepared by the end of June 1982, listing the evaluations and outcome of the program.

EVALUATION

The evaluation in part will consist of the TABE for both pre- and post-testing. The effectiveness of instruction will also be measured by the average time taken for control and experimental groups to pass the GED.

In addition, supplementary tests as provided via the software will be utilized for ongoing diagnosis of student progress. Through experimental and control groups, we will determine the effectiveness or non-effectiveness of the CAI. Pre- and post-testing will also be conducted for the computer literacy component.

The CAI program will be utilized with the student population of the Altoona Community Education Center, as well as with several satellite programs. The computer literacy component will deal with adult learners, ranging in age from 17 to 70, whose entry level (based on TABE scores) is 9-12.

TITLE Adult Education Public-Awareness Project ABE-30

CONTACT Keith Erickson (605) 374-5278
Director
Northwest Area Schools Educational Cooperative
310-11th Street, West, Box 78
Lemmon, South Dakota 57638

OBJECTIVES

The basic goal of this project is to establish a more effective public-awareness program for ABE services in northwestern South Dakota, with the ultimate result being higher enrollment in ABE classes and increased knowledge and support from the public regarding these services.

DESCRIPTION

The proposed activities for this project will center on the following major aspects:

1. public-awareness of services
   AND
2. recruitment and retention of individuals into the Adult Basic Education Program.

The activities for this project will be of both product and dissemination nature.

A. Products

The major costs involved in the project will come from expenses incurred in producing three public-awareness tools:

(1) A brochure describing the Adult Basic Education Program will be developed and will include a description of services and a tear-off portion for registration or further information.
(2) A poster enhancing enrollment for the Adult Basic Education Program will be developed which will include a slogan and a contact person's name for information on enrollment.
(3) A slide/tape presentation will be developed to describe the cooperative services provided by the Northwest Area Schools Educational Cooperative.

B. Dissemination

The dissemination of the products described above is of the utmost importance if this project is to meet its goal and objectives.

FUNDING

$6,745 October 1, 1981 - September 30, 1982

TARGET AUDIENCE

Minority ethnic group - Native American, older adults, education level - less than 12th grade, rural residents, adults with limited English language skills, unemployed, underemployed, and economically disadvantaged

PRODUCT

The products to be developed include awareness brochures, posters, and a slide/tape presentation.

Following completion of this project in September 1981, the materials developed will be available through the State ABE Program, cost of materials to be determined.

EVALUATION

The evaluation for the project will measure the appropriateness and effectiveness of the planning and implementation of the project. It will attempt to relate the extent to which proposed objectives and activities are being met or carried out, respectively. The evaluation will be a "process evaluation" in nature.

TITLE Computer Assistance Learning Center ABE-31

CONTACT Carol Hinderaker (605) 886-5872
ABE Director
Watertown School District #14-4
200-9th Street, N.E., Box 730
Watertown, South Dakota 57201

OBJECTIVES

1. To improve client abilities in reading, writing, comprehension, and mathematics.
2. To help clients become cognizant of the knowledge and skills required in today's society.
3. To assist clients in developing a respect for academic related training and to create a desire for high standards of achievement.
4. To help clients improve their abilities through self-learning educational experiences, using computer-assisted instruction.

DESCRIPTION

In order to meet the diversity of learning needs, flexible and highly individualized instructional methods were necessary. Therefore, the basic component of this program was to allow clients to improve their mathematical and reading comprehension skills through an individualized training program. Since recent studies showed computer-assisted instruction to be very successful in the areas of reading and mathematics instruction for adults, the Watertown School District decided to establish a Computer-Assistance Learning Center (CALC).

The Computer Assistance Learning Center has been developed to fit individual abilities and career goals. The program established allows client to obtain assistance in mathematics, reading comprehension, and written communication. It also provides adults with the opportunity to explore numerous career options through the Guidance Information System package. This system is a comprehensive computer-based career information system which provides quick and meaningful information about occupations and required training and skills.

FUNDING

$5,834 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Minority ethnic group - Native American; educational level - under 12th grade, rural residents, unemployed, and underemployed

PRODUCT

Report of project progress and success will be provided to the State ABE Program upon completion of the project in June 1982. There will be no charge for copies of the report.

EVALUATION

The local adult basic education director and instructor will provide their subjective evaluation of client interest and progress compared to the traditional tutoring approach previously utilized.

The computer system is designed to log client use time and calculate number of trials attempted before mastery of curriculum content. This will provide data for comparing cost-effectiveness of machine instruction and retention of skills attempted and mastered.

Clients will be asked to provide their evaluation of this method of instruction and the appropriateness of the materials learned to their life situation.

TITLE Lower Level Adult Reading and Math Instructional Materials: A Developmental Project Using Micro-Computers ABE-32

CONTACT Daniel R. Fielden (615) 247-1188
Director, Kingsport Adult Education
Kingsport City Schools
Kingsport, Tennessee 37664

OBJECTIVES

1. Develop reading and math materials for adult students functioning on or below the third-grade level.
2. Use micro-computers to serve as the presentation format for all materials developed.
3. Develop five or more reading and math programs on 5¼" soft sectored disks with 5 to 10 lessons or activities on each disk.
4. To field test each program using both traditional and computer assisted methods of instruction.
5. To pre-test and post-test each student in both the traditional and computer assisted method to ascertain speed in gaining competency, accuracy, ease of presentation and other critical elements.
6. To ascertain cost effectiveness of the micro-computer format in this situation.
7. To scientifically record all procedures so as to save others time and money as they attempt similar projects.
8. To make available to other ABE programs the materials developed on a cost recovery basis.

DESCRIPTION

The following procedure will be used to meet the objectives of the project:

1. The project director (local ABE supervisor) will select three educational specialists with classroom experience in grades K-3 and adult low level teaching experience to form the educational segment of the development team. Two or three computer programmers with experience in the "Basic" computer language and prior experience with 48K Apple II com- puters will be selected to program the materials developed.
2. A review board of ABE teachers and specialists will be set up as an advisory council.
3. The educational specialist and computer programmers will review current computer programs on the market to eliminate duplication.
4. The educational specialist will select a project from the list presented by the review board. Each will develop a general outline of the program to be written with sufficient detail to give a reviewer a clear picture of the end result.
5. The educational specialist will write the program, revise or rewrite when necessary as directed by the review team members. Upon completion of each program the lessons or units in the program will be field tested.
6. The computer programmer will take the program and put it on 5¼" soft sectored disk.

7. The educational specialist will field test each program using a control group and the traditional teaching method for the materials to be taught and the computer program to teach the same material to another control group. The educational specialist will develop a pre-test and post-test around the material or subject to be taught. The results of these tests will be carefully evaluated at the end of each teaching session.
8. Upon completion of the field test all necessary revisions will be made from notes taken by the educational specialist.
9. Upon acceptance of a program by the review board the development team will begin a new program and the procedure will start over again.
10. Toward the end of the ABE year (120 hours) the programs will be field tested by all ABE teachers in the Kingsport program without the control situation. Each teacher will be requested to respond in writing as to the results of their experience with this method.

FUNDING

$15,000 October 1, 1981 - June 30, 1982

TARGET AUDIENCE

Educational level primer through 3

PRODUCT

At present all projects are in the developmental stage. We expect to have nine completed programs by the end of March that have had minimum field testing. We will have all nine programs for use and field tested at or before June 30. They will be ready for use by anyone on a cost recovery basis.

EVALUATION

See above.

TITLE Adult Basic Education - Lauderdale, Tipton and Fayette Counties Cooperative — ABE-33

CONTACT Harvey Witherington — 476-7148

Adult Education Supervisor
Tipton County Board of Education
Highway 51 South (Box 486)
Covington, Tennessee 38019

OBJECTIVES

1. To increase the quality and quantity of instruction in the three-county area.
2. To offer an adult education program designed to upgrade the literacy level of the adults enrolled in the three-county area, focusing mainly on the least educated and most in need.
3. To develop and improve 100 percent of the enrollee's ability to function as an adult, which should include experiencing success and demonstrating positive achievement.
4. To provide a program of learning that is based on a solid core of subjects in which there is known need and interest as manifested by the ABE learner.

DESCRIPTION

The main office for the Adult Education Supervisor is in Tipton County, which is centrally located between Lauderdale and Fayette Counties. The supervisor has a liaison person in each county except Tipton. The supervisor works with these liaison workers and the three superintendents of the counties in coordinating the ABE program. Supervisor is held accountable to each superintendent. Upon advisement of the superintendents, classes are set up, teachers are hired, and county school buildings utilized. Other areas where classes are set up are done so solely by supervisor. All teachers in the program are county-hired teachers in their respective systems and the supervisor has been granted permission by superintendents to work with them during the school day as long as there are no interruptions in the normal school day.

FUNDING

$19,177.49 September 16, 1981 - June 30, 1982

TARGET AUDIENCE

Older adults, rural residents, and correctional institutionalized

TITLE Adult Reading Project Phase III: Training, Dissemination, and Research

ABE-34

CONTACT Bonnie Longnion
Director, Adult Reading Project
Southwest Texas State University
San Marcos, Texas 78666
(512) 245-2575

OBJECTIVES

The project staff will:

1. Continue using the individualized training model for local adult educators, especially for new personnel.
2. Train supervisors across the state to use the training model including the Handbook for Teaching Reading to Adults, a product from the 1980-81 project year at Southwest Texas State University.
3. Provide local adult educators a graduate workshop course that specifically addresses the instruction of the low level adult reader.
4. Continue a research study that provides additional evidence on the reading strategies used by beginning adult readers.
5. Continue to disseminate new ideas and resources to a network of teachers and cooperative directors and to TRENDS.

DESCRIPTION

The project staff will use the individualized training model designed in 1979-80 to reach objective 1. The training of supervisor will occur through the use of three regional conferences, three learning center conferences, and two Southwest Texas State University workshops. The Handbook for Teaching Reading to Adults will be revised in the Spring of 1982.

FUNDING

$31,710 August 1, 1981 - June 30, 1982

TARGET AUDIENCE

Basic reading skills educational level, classroom teachers, administrators, counselors, and volunteers

PRODUCT

A model for staff development in adult reading will be available as well as revised edition of the handbook that should be helpful to CBAE, ABE, ESL, and GED teachers.

The revised handbook should be available in June, 1982. The cost has not yet been determined. The contact person for information is Bonnie Longnion, Education Department, Southwest Texas State University.

EVALUATION

The workshop presentations have been evaluated throughout the project, and further evaluation will continue throughout the project year. A total of nine workshops have been conducted and six more have been scheduled.

Twenty teachers and supervisors throughout the state are currently evaluating the Handbook for Teaching Reading to Adults.

c

TITLE Indian Adult Basic Education Program ABE-35

CONTACT Dennis L. Taylor (801) 328-8515
Executive Director
Indian Alcoholism Counseling and
Recovery House Program, Inc.
538 South 200 West
Salt Lake City, Utah 84101

OBJECTIVES

1. Identify through appropriate criteria and diagnostic tests and processes 184 Native Americans with alcoholism or drinking problems who are lacking in one or more functional educational skills (reading and verbal comprehension, math, writing, and life skills) and/or lack a high school diploma.
2. Develop 184 individualized educational and/or career plans. These plans will include a realistic assessment of clients' needs, backgrounds, interests, goals and abilities.
3. Assist students through systematic and structured educational steps and activities to meet individualized plans.
4. Provide the Utah State Office of Education with 100 copies of a final project report. This report will include a narrative and statistical report of activities and accomplishments as identified in Objectives 1, 2, and 3 above. It will also include the criteria used for selection of culturally specific/unbiased diagnostic and assessment materials.

DESCRIPTION

This project will develop a model for assessing and meeting the Adult Basic Educational needs of Native American alcoholics in therapeutic settings. The project will demonstrate the value of individualized, culturally-specific testing and instructional materials and learning/growth plans. Results will be summarized in a project report to the Utah State Office of Education for dissemination and replication.

FUNDING

(Federal - $18,164) (Local-10%- $1,816) Total = $19, 980

TITLE Ethnographic Research on Reading Instructional Strategies for Adult Beginning Readers (ABRs) ABE-36

CONTACT N. Boraks (804) 257-1324
Associate Professor
Virginia Commonwealth University
901 West Franklin Street
Richmond, Virginia 23284

OBJECTIVES

1. To formulate identified facilitative learning-to-read strategies of adult beginning reading into instructional strategies.
2. To adapt strategies based on observed teacher and student use.
3. To validate ability of students to use and learn from the strategies.
4. To develop self-instructional modules, providing ABE teachers with guidance in the use of instructional strategies.
5. To evaluate the effectiveness of the self-instructional modules.

DESCRIPTION

1. Since observation and evaluation of a process is involved, ethnography is the appropriate research methodology for the development phase. Survey is appropriate for the final evaluation phase. Teaching dialogues are taped and transcribed. Related field notes supplement them. These and summary observations are discussed at weekly staff meetings.
2. Strategy development, adaptation, and validation are taking place in a cycle. As each strategy is developed, it will be introduced to the staff and cooperating ABE teachers. The use of these strategies are observed to determine which steps need to be adapted to facilitate student and teacher use.
3. There is an ongoing review of previous research on the facilitative learning behaviors of ABRs. These behaviors are being reassessed in light of current adult reading and learning theory and translated into needed changes in strategies.

FUNDING

$39,600 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Adult beginning readers

PRODUCT

Description of material:

1. The self-instructional module for the teacher would consist of:
   a. A background discussion of the strategy (a set of steps for teaching the strategy), why it was developed, how students have profited from its use. This discussion will clarify how much time will be required before the student adapts the suggested strategy and suggestions about how the teacher can guide the student in successfully using the strategy.

b. The strategy itself (see above) will be presented.
c. An actual sample teacher-student dialogue in which the strategy is used will be presented.
d. A critique of the dialogue.
e. An open-ended (probably using a branching approach) activity in which the ABE teacher practices using the strategy.
f. A self-evaluation questionnaire of the practice teaching activity.
g. Alternative ways to vary the strategy.

Final Products: (planned completion date 7-82)
Four modules (including four strategies)

Availability: through Virginia Adult Education Services

EVALUATION

1. Internal evaluation of modules
   Experienced ABE teacher/consultant will evaluate usability, practicality of strategies presented in these modules.
   Field testing of modules will take place in sites representing different types of ABE centers--and urban, suburban, rural areas after modules are introduced in a workshop. Follow-up questionnaires are to evaluate viability of strategy presented in module, usability of module.
   Piloting of strategies to be presented in modules will include audio-taping and subsequent evaluation of teaching of strategies.
   All objectives and results will be measured since all dovetail into the final module.
2. External evaluation
   An external evaluation will provide feedback on all phases of planning and implementation of this project.
   Materials (module) testing: centers representing diverse centers/population will be used; i.e., this is a stratified but not random sample. Number of teachers/students involved at each center is currently not established--estimate 32. The teacher is the unit of analysis.

TITLE Project REACH (Rural Education Through Adult Classes at Home) Phase II ABE-37

CONTACT Ted W. Campbell (703) 463-2207
ABE Supervisor
Bath County Public Schools
Rockbridge County Public Schools
Rt. 5
Lexington, Virginia 24450

OBJECTIVES

1. To increase the number of participants served by the Adult Basic Education programs in Bath and Rockbridge Counties.
2. To hire, train, and supervise six instructors as home instruction paraprofessionals for those who cannot or will not attend scheduled ABE evening classes.
3. To instruct ABE students using both commercially prepared items and "everyday" materials found in and around the two counties.
4. To produce a handbook which outlines the steps in establishing a home instruction program in Adult Basic Education to assist those who wish to undertake a similar task.

DESCRIPTION

In order to accomplish the objectives listed above the project director and the ABE Supervisor interviewed a large number of applicants to select ten paraprofessionals. Once the paraprofessionals were hired, we conducted a needs assessment to identify those adult learners who qualified for our program. We advertised the availability of our paraprofessionals using the local media. However, we found the use of local church and civil groups to be more productive. When the target group of adult learners was identified, our paraprofessionals visited the homes of possible clients to set up class schedules.

In order to ensure that our paraprofessionals were meeting the needs of their clients, we held a series of in-service training sessions.

The number of adults served in the two-county area before Project REACH averaged 20 per month. Project REACH is now serving approximately 55.

Our paraprofessionals are using commercially prepared materials and "teacher made" materials to meet the needs of their clients.

FUNDING

$25,823 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Rural residents and paraprofessionals

PRODUCT

We are currently producing a handbook outlining the steps in establishing a home instruction program in adult basic education. The purpose of the handbook is to assist anyone attempting a similar task.

We will distribute copies of our handbook at the ABE summer conference in Roanoke.
Completion date - June 1982
Printing - provided by state department
Cost - all of the work on our handbook will be completed by Project REACH personnel

EVALUATION

The effectiveness of our project will be reflected by the number of adults served. We have more than doubled the adult population served by the two-county area. Feedback from the majority of our clients indicate that work schedules or child care problems would have prevented them from participating in an Adult Education program. However, with Project REACH and our paraprofessionals they were able to schedule classes that would not conflict with daily activities.

TITLE Implementation of ABE Electronic-Assisted Learning ABE-38

CONTACT John C. Dreaney 478-4839
Director of Cont Ed, Ext, and Com Serv
Olympic College, Bremerton, WA
16th and Chester
Bremeton, WA 99310

OBJECTIVES

Olympic College has established a Computer-Audio-Video-Equipment facility (CAVE) for Adult Basic Education (ABE) students to use to supplement the learning opportunities in their regularly scheduled ABE courses. The project's major goals are to design and write a) a CAVE ABE Instructional Guide which will inventory CAVE learning-assisted opportunities and review CAVE instruction-support techniques, equipment and software operation, possibilities for instructor-developed materials, and related matters; b) a CAVE ABE Student Access System which will establish procedures and directions for student use of CAVE; c) a CAVE Two-year Development Plan for CAVE increased contributions to ABE.

DESCRIPTION

To accomplish the project's goals and objectives, the ABE CAVE Curriculum Planning-Review Team will survey selected guides, inservice programs, and learning-assisted arrangements and will assess the new equipment and software available in CAVE and elsewhere at Olympic College for innovative, effective, and economically feasible concepts and practices. The Team will investigate the ways these resources are and can be utilized and, with at least one member of the ABE CAVE Instructor-Training Team, will identify new techniques to increase the utilization of CAVE resources.

FUNDING

$6,645 August 10, 1981 - June 15, 1982

TARGET AUDIENCE

Older adults, educational level - literacy-8th grade, adults with limited English language skills, classroom teachers, administrators - Director of Cont. Ed., counselors, paraprofessionals, women, and unemployed

PRODUCT

The CAVE ABE Instructional Guide (60 to 80 pages) will inventory CAVE learning-assisted opportunities and review CAVE instruction-support techniques, equipment and software operation, possibilities for instructor-developed materials, and related matters. The CAVE ABE Student Access System will establish procedures and directions for student use of CAVE. The CAVE Two-year Development Plan will be responsive to current and projected budgeting restrictions typically encountered by ABE delivery agencies. These products and resultant practices will establish guidelines for successful relationships between ABE students CAVE equipment, materials, instructors.

EVALUATION

Planned performance strategies and procedures will be applied to each of the project products. The Guide users will be required to complete a critical revision form. The Access System will be evaluated by scaled questionnaire for faculty and students. The Development Plan will be evaluated by a panel of representative community college administrators.

TITLE Vocational Technical Vocabulary ABE-39

CONTACT Gordon L. Quick (206) 584-7611, ext. 247
Administrator, Adult Ed.
Clover Park Vocational Technical Institute
4500 Steilacoom Blvd. SW
Tacoma, Washington 98499

OBJECTIVES

To develop workbooks which explain terms and processes related to Industrial Sewing, Food Service and Auto Mechanics Vocational Training Programs for use with foreign born students.

DESCRIPTION

A teacher aide writer, through discussion with vocational instructors, identifies terms and processes which are difficult to explain to foreign born students and compiles them into a workbook which the vocational instructor can use to work with these students when they are enrolled in their classes.

FUNDING

$6,000 September 1981 - June 30, 1982

TARGET AUDIENCE

Urban residents, immigrants, adults with limited English language skills, classroom teachers and paraprofessionals

PRODUCT

Seventy-five (75) copies each of three workbooks containing vocational terms and processes which will assist students in vocational programs to successfully complete them.

EVALUATION

Success will be accomplished if, by using these workbooks, 16 to 20 foreign born students enrolled in three vocational programs will successfully complete these programs and become employable.

TITLE Computerized Reporting System for the Adult Education Performance Report AD-1

CONTACT Linda Schmidt (217) 893-3219
Director of Adult Education
Champaign/Ford Counties
Regional Office of Education
P.O. Box 919
Rantoul, Illinois 61866

OBJECTIVES

1. A computer program for the Adult Education Performance Report will be developed.
2. Directors of Adult Education Programs in Region IV will be given the opportunity to participate in the project.
3. The potential for expanding the computer-assisted data collection system will be investigated.

DESCRIPTION

A data programmer gives technical assistance to design a data collection system compatible with the Adult Education Performance Report. Four local programs will submit their report for FY '81 to use in a "trial run" of the program. After the necessary modifications are made the results will be shared with all programs in Region IV and those wishing to participate may do so. The completed program will be turned over to the Illinois State Board of Education to be disseminated throughout the state.

FUNDING

$10,987 August 1, 1981 - June 30, 1982

TARGET AUDIENCE

Administrators, individuals responsible for reporting data to I.S.B.E.

PRODUCT

The end product of the project is a computer program compatible with the State Board of Education Computer System. The program will be designed to compile, store, and analyze data received on the Adult Education Performance Report. Access to this information will assist the State Board of Education staff and local directors in assessing and planning programs as well as pro- vide concrete statistical information to the federal and state legislators.

EVALUATION

Evaluation of this project will be carried out in three ways. First, the local staff will submit quarterly reports on the progress being made toward reaching the major objectives of the project. These reports will give a de- tailed account of the difficulties encountered and any recommendations from the technical staff as to format changes, time lines and possible expansion of the data collection system. Second, local directors who have partici- pated will be asked to complete a written evaluation of the project which will be submitted with the final report. Third, the Adult and Continuing Education Section of the Illinois State Board of Education will be asked to evaluate the system developed and make recommendations for a) expanding the data collection system and b) expanding the availability of the system beyond Region IV.

TITLE Mini and Micro Computers as an ABE Classroom Teacher's Aid, and Data Control AD-2

CONTACT W. Warren Bishop (919) 735-5151
Director, Continuing Education
Wayne Community College
Highway 70 E. Bypass
Goldsboro, North Carolina 27530

OBJECTIVES

To write original software programs, or modify existing programs: to assist classroom teachers of ABE with placement/progress test grading and referral to specific materials to meet the needs of the adult learners; to provide data management for the ABE program; to provide information on student achievement and progress, and provide resources of new learning objectives appropriate learning materials; other software programs as time permits to aid the administration and teaching of ABE students.

FUNDING

$41,709 October 1, 1981 - September 30, 1982

TARGET AUDIENCE

Educational Level, ABE

PRODUCT

Materials developed will include software programs as listed above, plus manuals, instructions for use, evaluation of equipment size as it relates to numbers of students served. Primary focus will be for adminstrators and teachers in ABE programs.

Software programs, instructions, manuals available September 30, 1982 from Project Director. Cost not determined at this point.

EVALUATION

The effectiveness of the project will be shown in the software programs developed, and in the related hard copy records obtained by using the programs; also the assistance the classroom teacher receives to assist the individual students in the classes.

TITLE Rural Extension Service Chapters as Model Adult Basic Education Classrooms: A Pilot Program — AD-3

CONTACT

Linda Shively — (717) 389-3420
Project Coordinator
School of Extended Programs
Bloomsburg State College
Bloomsburg, Pa. 17815

OBJECTIVES

1. To involve a selected group of rural citizens in the design and implementation of adult basic educational courses.
2. To offer courses in reading, writing and mathemathics to adults in two rural communities.
3. To design these courses around the specific needs of the adults.
4. To teach basic skills not in isolation, but in the context of real-life situations.
5. To produce a workbook describing the design, method and results of the project.
6. To disseminate this workbook during a state-wide conference.

DESCRIPTION

The Program was designed to enable the School of Extended Programs to work through an established and locally trusted network, the Extension Service, to deliver basic educational programs to adults. All instruction took place within the individual communities as opposed to the typical educational setting. The Extension Service Homemakers' Chapters served as co-sponsors of the grant. Representatives from these groups served on an advisory council and were involved from the initial planning. This group was also instrumental in the recruitment of the participants. Networking with local area agencies has produced a broad array of outreach activities.

FUNDING

$19,706 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Educational level ABE/GED, rural residents.

PRODUCT

A workbook describing the design, method and results of the project. The workbook will be a valuable resource to both administrators of rural outreach programs as well as the instructors of such programs. The workbook will be disseminated during a conference at the college that will be attended by representatives of state colleges and intermediate units, educators in the field of Adult Basic Education and employees of various state-wide extension offices. Additional copies of this handbook will be sent free to interested individuals while supplies last.

EVALUATION

The evaluation will occur on two levels: formative, while the project is in progress and summative, at the end of the program. Both the educational progress of the students and the actual process used to plan and implement the program will be evaluated. Students will be evaluated objectively through tests during and after the instruction and they will be evaluated subjectively by essays which instructors in the program will be asked to write. Participants and instructors will be asked to write essays and also to evaluate how the program was planned and implemented. Participants of the proposed state-wide conference will be surveyed for their reactions to the entire project. The State mid-year evaluation has already been completed. The evaluation was very favorable; we received the highest ratings possible in all areas listed.

TITLE Administrative Survey and Evaluation Tasks of FY 1981-82 Adult Basic Education Program in the Commonwealth of Pennsylvania AD-4

CONTACT
John T. Cica (717) 787-4860
Educational Research Associate
PA Dept. of Education
Bureau of Planning, Research, Evaluation
and Dissemination
Box 911, 333 Market Street
Harrisburg, PA 17108

OBJECTIVES

To collect information as required by the U.S. Department of Education for the Annual Performance Report, and produce same report and subsequent reports concerning the same base of data.

DESCRIPTION

Information is collected on each student enrolled in Section 306 programs via the Student Intake/Data Form, which is based on federal, state, and local requirements. Information is also collected on each staff member via the Staff Data Form based on the same needs. A Program Data Form for each funded program is also utilized. The information is summarized and included in reports submitted to the U.S. Department of Education, and to the Division of Adult Education and Training Programs in the PA Deptment of Education.

FUNDING

$95,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom Teachers; Administrators: sponsors of programs; Other: State legislators, U.S. Senators and Representatives, and Governor

PRODUCT

Individual Program Summary Reports - for program sponsors. Directory of Programs - basically for PDE use Annual Performance Report to U.S. Department of Education. Administrative Survey - disseminated to program sponsors.

EVALUATION

This is a data collection and dissemination project. Evaluation consists basically of producing products as contracted. Copies of data collection instruments used to collect information for local, state, and federal requirements are available upon request.

The Division of Adult Education and Training Programs utilizes an on-site evaluation for this purpose.

TITLE Implementation of Adult Education
Program Improvement Facilitative Services

AD-5

CONTACT Erma D. Keyes (717) 872-3481
Millersville State College
Millersville, Pennsylvania 17551

OBJECTIVES

1. Enable Task Force to monitor implementation of State Plan for Adult Education.
2. Enable Task Force to implement procedures for identifying projects that qualify as 310 projects for 1982-83.
3. Enable administrators to receive technical assistance in preparing 306 program proposals.
4. Ensure preparation of new three year Adult Education State Plan for Governor's approval.
5. Ensure conduct of Adult Learning Center evaluation.
6. Enable study to be made on effectiveness of GED preparation program and its test-retest policies.

DESCRIPTION

1. Communicate with state staff for ABE to determine services needed.
2. Prepare contracts, requisitions and reimbursement forms as needed for persons and resource materials.
3. Administer disbursement of funds.

FUNDING

$38,269 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers, and administrators

TITLE Educational Auditing AD-6

CONTACT Dr. Ramon Claudio
President
Faculty and Institutional Development Corporation
Hato Rey, Puerto Rico

OBJECTIVES

The general objective of the training was to review concepts, theories and processes of educational administration and supervision, accountability, measurement and evaluation and, specifically, to clarify the process of educational auditing and provide opportunities for its application in the performance of administrative and supervisory tasks.

DESCRIPTION

An inservice training on Educational Auditing was carried out during the following dates: January 21, 22 and 23, 1981, February 9 and 11, and March 20, 1981.

Three different sessions were carried out, the first one for general supervisors of the DPI, the second one for program directors, and the third one consisted of a follow-up session in which both groups participated.

FUNDING

$7,000 January 21, 1981 - March 20, 1981

TARGET AUDIENCE

Administrators, program directors, school principals and supervisors

PRODUCT

N/A

EVALUATION

Questionnaire filled out by participants at end of the Seminar

TITLE Field Test of Management Information and Reporting System for Adult Education in Texas AD-7

CONTACT Dr. Doug Goodgame (713) 845-5110
Head, Occupational Research Division
Occupational Research Division
Texas Engineering Experiment Station
Industrial Engineering Department,
Texas A&M University
College Station, Texas 77843

OBJECTIVES

1. Develop and print necesary copies of a form for collecting data.
2. Process data forms through optical scanner and transfer data to computer tape.
3. Write computer programs to process data.
4. Process data and produce specified reports for local co-ops and Texas Education Agency (TEA).
5. Write report summarizing the results of the field test.

DESCRIPTION

The methodology is inherent in project objectives.

FUNDING

$30,133 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

All audiences

PRODUCT

The main product resulting from this service will be reports which local co-ops can submit to the Texas Education Agency to fulfill federal reporting requirements. Other products will include:

1. An op-scan form for collecting data.
2. Scanner programs for transferring data from forms to computer tape.
3. Computer programs for printing reports and data summaries.

EVALUATION

The final report will review:

1. Teachers' experience in completing the special form to report student data (ease-difficulty).
2. Common errors found on the form, and problems in processing form through scanner.
3. Usefulness of final reports in aiding management of local operations.
4. Costs per student to use the system.

TITLE A Student Records Management System for the Apple II AD-8

CONTACT Joan Stout (206) 699-0251
Assistant Dean - LRC
Clark College
1800 E. McLoughlin Blvd.
Vancouver, WV 98655

OBJECTIVES

1. Review and adapt existing records management programs to suit the specific needs of our own records management.
2. Improve the student records system in the Learning Center programs of Adult Basic Ed., ESL, and Tutoring.
3. Share all materials and findings with other ABE programs, including hosting or consulting regarding the project.

DESCRIPTION

The records management for ABE is so burdensome and inefficient that classified staff are very enthusiastic about utilizing a micro-computer. We have purchased an Apple II, and are currently working with the program developed at Chemeketa Community College. Donna Lane has obligingly sent their "Users Guide" and we have received a diskette with the program on it. Advice will be freely sought from our campus expert, Dr. James Marble, as well as from ABE people in other programs.

Initially the computer will be used to help us comply with federal and state reporting in the ABE and Indochinese programs. The second level of utilization will be of direct benefit to instruction: student records such as test scores or individual competencies; materials correlations; tutor scheduling. And finally there may be capacity for CAI in the ABE program.

Both during the implementation and after, we plan to share our work with colleagues in the belief that better records management will improve instruction and document the need for an increased level of support.

FUNDING

$4,376 August 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers, administrators, and other: clerical, state and federal agenices.

PRODUCT

A loose-leaf key to usage will be developed to accompany the program. The records management system itself will be available for duplication on diskettes. A project report and evaluation, including recommendations, will conclude the project.

EVALUATION

The nature of this project makes evaluation an ongoing process as the system is tried, modified, and tried again. The project director will be responsible for the final project report which will include the evaluation by another program director.

TITLE Remedial Education for Adult Learners (REAL) APL-1

CONTACT Mrs. Margaret T. Tucker (205) 262-4164
ABE Coordinator
Montgomery Public Schools, Montgomery, Alabama
515 South Union Street
Montgomery, Alabama 36197

OBJECTIVES

1. Removal of educational deficiencies of Level I adult learners through development of reading remediation procedures to meet individual needs and differences.
2. Development of educational skills necessary for achievement of competency in coping with life.

DESCRIPTION

Placement of participants determined by test. Test scores will determine remedial grouping with a multi-level laboratory setting, with remedial needs specified. PACE's Individualized Reading Instructional System (IRIS) to be used. Teach-and-take packet available for classroom instruction and further use in the participant's home learning environment using the content areas of Health, Consumer Economics Occupational Knowledge, Government and Law, Community Resources.

Project REAL staff was trained by PACE, the developer of the reading remediation materials. A two-day workshop was held at a junior college and all staff participated. Volunteers were trained in one-on-one tutoring. Assistance for the teach-and-take packets for home learning environment is being given by local gas corporation, local power company, local cooperative extension service, local American Red Cross, Narcotics Division, local police department, Council Against Rape, Family court and traffic court, counseling service for credit and consumer protection, and employment services offered by local and state institutions.

FUNDING

$14,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Blacks, educational level I, adults with limited English language skills, and heads of household (male or female)

PRODUCT

Teach-and-take packets will be developed but not available for sale. Anyone desirous of assistance in developing these will be adequately advised, free of charge.

EVALUATION

Diagnostic objectives of Project REAL include the use of the California Test of Adult Basic Education (TABE) Locator Test and Test E. Diagnosis of the APL competency based educational skills will be determined by the findings of the APL Content Area Tests. Upon completion of the PACE reading remediation programs in Tracks I through IV the adult learner should be reading at 4.6 grade level. Track records and contingency graphs will be completed where necessary to show improvement, and efficiency quotients graphs will be maintained for the remedial adult learner. Educational deficiencies will be measured for proper use of remedial level to be maintained.

TITLE Lawrence County Community and Adult Basic Education APL-2

CONTACT Hannah W. Stanley (205) 974-8075
Community and Adult Basic Education Coordinator
Lawrence County Board of Education
School Street
Moulton, Alabama 35650

OBJECTIVES

1. To triple the number of citizens enrolled in Adult Basic Education in Lawrence County.
2. To spread Adult Basic Education classes from Moulton to outlying rural schools throughout Lawrence County with the Community Education program.
3. To triple the enrollment in the Adult Performance Level I class.
4. To continue with an active advisory council and recruit more members to work with the program in an advisory capacity.
5. To continue ongoing community education classes and establish new classes that have been determined by surveys.
6. To continue cooperation with agencies to increase services and reduce duplication of activities.
7. To supervise the Community Education Summer School that was reestablished through the Community Education project.

DESCRIPTION

To fulfill the project objectives, five Adult Basic Education classes have been started at various locations throughout Lawrence County. Two Adult Performance Level I classes have been started in Lawrence County. Adult Performance Level I materials, GED materials and other materials have been provided to all Adult Basic Education classes. The Adult Basic Education teachers and Adult Performance Level I teachers were given an inservice workshop in August 1981. Dr. Bobbie Walden from the State Department of Education participated in this workshop along with other Adult Basic Education personnel. A Fall Conference was conducted by the State Department of Education in Montgomery for all Adult Basic Education teachers in the state.

The Community Education program has continued throughout Lawrence County with the help of an active advisory council. During the fall and winter session 45 classes have been offered.

FUNDING

$13,000 October 1, 1981 - June 30, 1982

TARGET AUDIENCE

Blind; older adults; educational level 0-12; and rural residents

PRODUCT

At the beginning of the project, we conducted a needs assessment survey. The needs assessment survey helped to know what type classes were desired or needed throughout the county.

Video tapes were made of the instructional television series "Your Future Is Now." This series will be shown to the Adult Basic Education classes in the county to help them prepare for the GED.

The population best served by the needs assessment survey and the video tapes is basically rural.

EVALUATION

This program will be evaluated at the end of six months and at the end of the year. The final evaluation will be an on-site visit by a State Department of Education designee, someone in the Community Education, advisory council members and outside lay persons.

TITLE Learning Today for a Better Tomorrow APL-3

CONTACT Mrs. Frances G. Daniel (205) 228-6001 ext. 51
Project Director
Northeast Alabama State Junior College
Rainsville, Alabama 35986

OBJECTIVES

1. To eliminate to the greatest extent the illiteracy among adults (age 16 and up) to DeKalb and Jackson Counties.
2. To assist participants in the program in acquiring a performance level that will give job training and help these adults a) find a good job, b) find a better job.
3. To update and distribute the handbook that was compiled at the close of last year's project to all interested persons in the field of Adult Basic Education and Adult Performance Level Programs.

DESCRIPTION

The approach is simple one-on-one instruction. Each participant is given a pre-test to determine his/her needs (we look at the "whole" person). The instruments used are: 1) Reading Evaluation-Adult Diagnosis (READ), 2) Learning Profile for Adult Reading (Steck-Vaughn) and 3) Wide Range Achievement Test (WRAT).

After the students have been assessed, each is provided an individual schedule to meet his/her own needs. The programs vary with the student's needs, but each has the services of the teacher, the programmed materials and the Learning Resources Center at the college. Each student is re-evaluated periodically to determine the change in level of performance; those who have made the necessary progress are allowed to move to the next level of difficulty.

Students receive reading experience in the following areas (minimum 5) Consumer Economics, Occupational Knowledge, Health, Community Resources, and Government and Law.

FUNDING

$13,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Older adults, educational Level I, and rural residents

PRODUCT

The handbook that was developed last year (completed in June 1981) will be updated for the Annual Report in 1982. All facets described in last year's Mid-Year Report have been completed. The document will carry addenda that are necessary to update data and evaluation procedures.

EVALUATION

The program is evaluated in the following manner:

1. The post-tests; each of the instruments described above is later used as a post-test. The measures are compared with the appropriate charts for this region and the "gain" (or loss) is recorded.
2. The participants are asked to evaluate the program, and their responses are kept on file.
3. Teachers and Administrators at Northeast are given an opportunity to evaluate the program.

TITLE Skills on Wheels APL-4

CONTACT David D. Freeman, Jr. (205) 925-1666
Dean of Technical Instruction
Lawson State Community College
3060 Wilson Road, S.W.
Birmingham, Alabama 35221

OBJECTIVES

The primary objectives of this program are to provide technical/vocational instruction and on-hands training experiences to prepare project participants to perform household maintenance and repair skills. The instruction and skills development were originally to be provided in the areas of carpentry and cabinetmaking, plumbing, air conditioning maintenance and basic communication and mathematical skills. The main thrust of the program is to provide genuine outreach technical/vocational educational programming.

DESCRIPTION

The College utilized a motorized van to house and transport portable training stations to community based sites, located in several communities within the College's service area. The College utilizes community recreation centers, etc., to provide facilities for delivering the instructional programming for the communication and mathematical skills development aspect of the "Skills on Wheels" project. Instructors employed in the College's regular instructional program, using a modified version of the College's regular curricula, are employed on an hourly basis to teach in this technical/vocational education outreach program.

FUNDING

$13,500 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Blacks, older adults, educational level less than grade 12, women and unemployed

PRODUCT

1. Special Curricula - A modified version of the College's regular curriculum to provide instruction in specific household repair and maintenance technical/vocational coping skills.
2. Instructional Materials - The College has developed special handout materials to accommodate the special course offerings.

The college will produce a comprehensive report at the conclusion of the project. That report will include detailed information on the feasibility of such outreach technical/vocational educational programming; a profile of the kinds of project participants; and recommendations for improving technical/vocational education outreach programming of the types involved in this project.

EVALUATION

The technique for evaluating this project is one of examining the outcomes of the project's defined objectives to determine to what extent project's objectives have been met.

The method by which this is done consists of administering tests, questionnaires, opionnaires and on-site observation of the kinds and quality of instructional program that's being provided.

TITLE TELEX (TELecentered Learning EXperiences)

CONTACT David J. Struthers (714) 674-2144
Project Assistant
Elsinore Union High School District
Lake Elsinore, California 92330

OBJECTIVES

To teach reading, writing and computation through the teaching of life skills. The target population to be served is rurally isolated adults with Adult Basic Education needs.

DESCRIPTION

The project will utilize the medium of cable TV as an alternative educational delivery system to establish a successful and effective educational linkage in the home setting with those whose identified need for improvement of functional living competencies is presently unmet. The project will modify existing ABE instructional materials into a format suitable for use through the medium of cable TV. Special emphasis and consideration will be given to products of past and present ABE 306 and 310 projects.

FUNDING

$106,000. July, 1981 - June, 1982

TARGET AUDIENCE

Educational Level (0-4); Rural Residents; and Correctional

PRODUCT

The project will provide a process guide to include instructions for locating and contacting TV outlets to arrange for free taping and lesson dissemination via Telecase; strategies for recruitment and tracking of student viewers; and basic information to overcome the fear of working with (or in front of) the TV camera; the project will also provide masters of student materials, i.e., information about the program schedules, program content descriptions and recruitment information; the project will develop instructional outlines suitable for instructional televising; and materials will be completed by June 30, 1982, and will be available from the Elsinore Union High School District. Cost will include reproduction, shipping and handling.

EVALUATION

1) Process Evaluation—The purpose of the process evaluation will be to collect and study information and then use the findings to improve the management and implementation of project activities. In order to accomplish this, each activity of the project will be analyzed and the essential events that must occur will be calendared on an observation guide which will be used to monitor project implementation. Periodic onsite reviews will be made by both the evaluator and the director. Information from these check point reviews will be used to assure that the project is either implemented as planned or altered to make the project function more effectively and efficiently.
2) Product Evaluation—This portion of the evaluation is intended to assess the potential value of the program for use in other areas. To do this we will try to answer questions in two separate categories. These are: a) questions about educational value ("Did this program reach the people who needed it?" and "Did it help them to learn things they need to know?") and b) questions about dissemination/replication value ("How can the process for this program be made as useful as possible?" and "How can the process for using this program be made as inexpensive as possible?").

TITLE Media for Everyday Living APL-5

CONTACT Barbara Bevelhimer (219) 753-4087
Director, ABE
El-Tip-Wa Adult Learning Center
721 North Sixth Street
Logansport, Indiana 46947

OBJECTIVES

1. To develop an evaluation instrument for identifying and evaluating audiovisual materials for adults.
2. To evaluate and describe 250 free, rental and inexpensive audiovisual programs presenting living skills to adults.
3. To develop an audiovisual resource guidebook as a supplement to the state curriculum guide, Learning for Everyday Living.
4. To conduct a workshop for teachers to acquaint them with the guide and with possible uses of audiovisual resources with low functioning students.

DESCRIPTION

1. Research

   The project coordinator has located over 350 current audio-visual resources treating the subjects of everyday living skills. Of these 225 to 250 will be included in the guide. Sources include bibliographies, indexes, current catalogs, and Learning for Everyday Living (Indiana state curriculum guide).

   Publishers and distributors were contacted and asked for complete listings and previewing privileges. Resources were then selected and scheduled for review.

   The project staff and a consultant studied examples of evaluation forms and resource summary formats. From these two preview evaluation forms (one for teachers' use and the other for students' use) and a written summary guide were developed for use during the project.

2. Preview and Evaluation

   The project coordinator scheduled materials for preview over a three-month period.

   Evaluation for at least 80 of the audiovisual programs will have been made by two preview teams, each team evaluating 40 items. The teams will have met four days during the three-month preview period.

   Each team is composed of five members -- two ABE teachers, two students, and one project staff member.

   The remaining 170 items to be previewed are being evaluated by the project coordinator. Evaluations which are completed by her, alone, will be so identified in the guide.

3. Summarization of Information
   The project coordinator has summarized the information collected for each item previewed following the format developed early in the project. These summaries constitute the major portion of the guide.

4. Editing and Publishing
   Final compilation of the guide will be completed after all items have been evaluated and summarized. Upon completion, the book will be published in an inexpensive binding.

FUNDING

$38,064 July 15, 1981 - June 30, 1982

TARGET AUDIENCE

Lowest functioning educational level, classroom teachers, and administrators who purchase instructional materials

PRODUCT

The resource guide for teachers will be approximately 200 pages in length and include the following sections of information:

-- Selection criteria used
-- A sample preview/evaluation form
-- An explanation of the summary format
-- Evaluation summaries of the audiovisual materials previewed. These will be arranged by the living skill objectives used in Learning for Everyday Living. Information provided by the summaries will include: Producer/ distributor, copyright date, physical description, cost, content summary, critique, overall rating, evaluator(s)
-- A list of producers/distributors with addresses
-- Title index of audiovisual material
-- A cross-reference index of materials by everyday living skill objectives
-- A list of living skill objectives
-- Project description
-- Other sources of free and/or inexpensive materials
-- A sample lesson plan
-- Suggestions for the use of audiovisual materials in the ABE classroom (available in May 1982)

TITLE Massachusetts Education Television/Project Outreach APL-6

CONTACT Richard Salinetti (413) 243-2781
Director of Curriculum/Adult Education Director
Lee Public Schools
Lee, Massachusetts 01238

OBJECTIVES

1. To provide parenting/child care skills to house-bound adults in rural areas.
2. To use local television (cable) to provide these skills.
3. To provide materials to enrich television broadcasts.
4. To provide feedback, counseling and review to participants through Outreach worker and school psychologist.

DESCRIPTION

The Lee Public Schools will broadcast 15 programs from the parenting television series "Footsteps" on local cable television. Print materials and curriculum materials will be provided to those participants requesting them. Following the broadcasting of each program, the viewer may phone in to the local school psychologist and Outreach social worker who will provide expert, professional feedback to the viewers' questions. Two separate lines will be available for these calls.

Facilities to be provided in local school districts for families and participants who do not subscribe to cable television.

Follow-up and discussion sessions to be held after each program.

FUNDING

$5,000 September 1, 1981 - August 31, 1982

TARGET AUDIENCE

Rural residents

PRODUCT

Instructional materials and future home-based curriculum/television projects to be developed based on the result of current program. Instructional use of television in rural area to be pursued and expanded.

Evaluation and report of program to be available June 1982.

EVALUATION

Evaluation instrument to be developed during the broadcast schedule of the programming. To be completed by June 1982.

TITLE Recourse Adult Learning Laboratory for Individuals (RALLI) APL-7

CONTACT Ed W. Simpson, Sr. (601) 562-5262 ext. 243
ABE Supervisor
Northwest Mississippi Junior College
Highway 51 North
Senatobia, Mississippi 38668

OBJECTIVES

1. To reach, enroll and serve the needs of as many adults as possible of those students who are not participating in the regular Adult Education Program.
2. To make available free access to learning materials and used at student's discretion.
3. To provide individual help to students through a resource teacher.
4. To enable students to work with materials geared to their individual needs.
5. To make available educational opportunities for those students whose primary objective is for self-improvement in the basic skills, rather than acquiring a GED certificate.
6. To make educational opportunities available for those adults who do not feel comfortable attending the regular Adult Education classes.
7. To acquaint adult students with Consumer Economic Skills to prepare them to function in the role of heads of households.

DESCRIPTION

Students are first interviewed either by the ABE Supervisor or the resource teacher and then are given a test to find out what level the student is on. Each student is given a set of books which includes reading, writing, English, science, math and social studies. Each student works at his or her own speed and his work is checked daily. Also each student is trained in the use of the different audio visual machines, which include the EDL Aud-X, EDL controlled reader, cassette micromatic, the Mind System, and the Listen and Learn System. The TABE test is used. Steck-Vaughn books are used along with APL material.

FUNDING

$10,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Mentally retarded, older adults, educational level 1-12, and adults with limited English language skills

EVALUATION

A cumulative folder is maintained on each student which includes the following:

1. Personal data information
2. Test record progress
3. Test profiles
4. Sample of student's work
5. Paragraph in student's handwriting

TITLE Adult Basic Education/Adult Tutorial Program APL-8

CONTACT Nathan Weeks (603) 323-7330
Director
Adult Education Programs, Inc.
Box 283
West Ossipee, New Hampshire 03890

OBJECTIVES

1. To provide basic educational instruction to undereducated adults in Carroll County, New Hampshire.
2. To recruit, train, and supervise volunteer tutors who provide instruction to undereducated adults.
3. To recruit students into the ABE/ATP and/or refer them to other appropriate programs.
4. Students in the program achieve a GED certificate, reading skills and a higher level of competency by studying life coping skills (APL).

DESCRIPTION

The approach utilized is individualized instruction.

Students are interviewed, tested, and study outlines are prepared.

The coordinator then assigns a tutor to the student or instructs that student herself. Periodic follow-up by the coordinator serves to evaluate stu- dent progress and continuity of instruction.

Tutors are recruited and trained and issued certificates of competency. The tutors receive instruction in basic reading -- Right to Read and Literacy Volunteer programs as well as advanced teaching techniques and testing.

The program's orientation is toward the students, meeting their educational needs, and working with their particular environmental restraints of lack of transportation and finances.

FUNDING

$21,912.15 August 15, 1981 - June 30, 1982

TARGET AUDIENCE

Handicapped, educational level under 12th grade, rural residents, and adults with limited English language skills

PRODUCT

A major focus in our programs is the materials we train tutors with. We develop materials to aid tutors working with students in Adult Education.

Students will receive a special newsletter this Spring reviewing program activities. In addition to agency news, the letter will include goods and services students are offering to the public.

Our programs include citizens from various backgrounds, occupations, and levels of education. The materials we provide will meet success because they were requested by tutors and students from our classes, tutorial program, and office contacts.

EVALUATION

Various test instruments are used to measure progress: READ test, TABE test, APL test. Students have noticeably improved from pre-testing results.

A significant percentage of students have advanced to a level which qualifies them for GED preparation.

TITLE Project IDEAL (Individually Directed Education for the Adult Learner) APL-9

CONTACT Dr. Sallie M. Gregory (513) 268-6716
Director
Adult Basic Education
Dayton Public Schools
2013 West Third Street
Dayton, Ohio 45417

OBJECTIVES

We will produce five complete sets of 20 Prescribed Learning Systems for Reading I and II. Each PLS will structure academic and APL objectives into a manageable individualized curriculum.

DESCRIPTION

In order to address diverse needs and motivational differences in students, each PLS will be divided into three basic phases: 1) Required activities (concepts), points, topics, etc.), which all students need to study; 2) Extended activities (concepts, topics, etc.), which would be beneficial and stimulating to the student of above average ability and; 3) Advanced activities (concepts, experiments, research, etc.), which would challenge the most capable student.

1.5 percent of the 20 Prescribed Learning Systems are complete. An implementation guide will be included with the systems.

FUNDING

$3,431 January 1982 - April 1982

TARGET AUDIENCE

Educational level - 3-8, urban residents, classroom teachers, volunteers and paraprofessionals

PRODUCT

Each individualized Prescribed Learning System will be comprised of:

1) One reading objective (adopted by Dayton ABE)
2) Required learning activities
3) Extended learning activities
4) Advanced learning activities
5) Printed information: handouts, pamphlets, workbooks
6) Post-test
7) Audio-visuals: filmstrips, cassettes

In order to enhance the appearance and facilitate repeated use, each PLS unit will be contained in a brightly colored plastic box (approximately 15" x 15" x 2")

Fifteen of 20 units are finalized. They will not be available until the entire set is complete April 1982. These instructional materials will be free to those programs designated to receive them.

EVALUATION

A written evaluation form will be included in the implementation guide. We will also field test completed units in the Dayton, Cincinnati, areas including a random sampling reflecting diversity in education, social, and economic backgrounds.

TITLE Project CONNECT

APL-10

CONTACT Anne Walsh Fogoros (412) 255-1127
Project CONNECT Director
Information and Volunteer Services
200 Ross Street
Pittsburgh, PA 15219

OBJECTIVES

To develop a community resource directory based upon the Adult Performance Level Survey.

DESCRIPTION

(1) Development of a directory questionnaire for each of the five areas of the APL.
(2) Telephone and written survey of local businesses, agencies, and organizations to determine those willing to act as adult education resources by providing pamphlets, speakers, films, or service to individuals.
(3) Development of directory to be distributed to adult educators.

FUNDING

$5,000 July 1, 1981 - March 15, 1982

TARGET AUDIENCE

Classroom teachers, counselors, volunteers and paraprofessionals

PRODUCT

Free. Will be available from AdvancE.

EVALUATION

An evaluation sheet is included in each directory to encourage user evaluation.

In addition, contacts made to solicit entries for the directory will be evaluated to determine which contacts were most productive. This will enable those who wish to replicate the directory process to focus their identification strategies on organizations most likely to participate.

TITLE Strategies in Developing Basic Competencies for the Puerto Rican Adult Student's Life APL-11

CONTACT Conchita Quesada Reyes (809) 761-7668
Project Director
Multimedia Productions Corporation
10th Versalles St. Park Gardens
Rio Piedras, Puerto Rico 00926

OBJECTIVES

To design and produce educational materials based on Adult Performance Level program, to be used in developing basic competencies in the Puerto Rican adult student.

DESCRIPTION

A two-week seminar for curriculum technicians of the Educational Extension Area to discuss: techniques and procedures in curriculum development, the APL program, analysis of Basic Education Program actual curriculum content, the result of research work done and summarized as "a system for assessing Adult Competencies Among Puerto Ricans."

FUNDING

$67,000 February 1981 - December 1981

TARGET AUDIENCE

Older adults, educational level 1-8, correctional institutionalized, adults with limited English language skills

PRODUCT

Twenty-eight courses will be produced.

EVALUATION

In-service training was evaluated by means of a questionnaire.

The courses will be evaluated using the first course in math, Spanish and English with a group of students.

TITLE Adult Performance Level Project APL-12

CONTACT Jim C. Cates (512) 471-4623
Director, APL Project
Deborah Stedman
Manager, Texas APL Program
Adult Performance Level Project
College of Education
The University of Texas at Austin
Education Annex, S-21
Austin, Texas 78712

OBJECTIVES

1. To aid Comptency Based High School Diploma program adoption and implementation in Texas.
2. To provide programmatic and operational training and follow-up technical assistance to Competency Based High School Diploma programs.
3. To print and provide dissemination of the Competency Based Adult Education Process Manual revised and finalized during FY '81, and to disseminate other materials as needed and requested.

DESCRIPTION

Objectives will be met by providing technical assistance to adult education cooperative directors and LEA administrators in their efforts to establish CBHSD programs, and to provide CBHSD orientation and indoctrination training at regional and state meetings. Programmatic training will be provided by means of a CBHSD Implementers workshop for new CBHSD programs and by providing on-site support and performance evaluation visits to new implementer sites, and by providing follow-up visits to on-going operations in established sites. The Process Manual, which has been developed in response to the needs of operational personnel, and in response to their evaluative comment and input, will be printed and provided on a no-cost basis to each Adult Education Cooperative throughout the State. Additional copies are to be provided on a purchase basis to Cooperatives, LEA implementers, and to other interested individuals and organizations.

FUNDING

$56,928 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers and administrators of adult programs

PRODUCT

A Competency Based Adult Education implementer's Process Manual will be finalized, published, and disseminated during this program year. The manual will deal, among other matters, with implementation, program planning, methods, teaching practices, testing and assessment, prescription, and other factors necessary to the presentation of a viable competency based education program. Intent of the manual is to provide insight and daily support to implementers of CBAE program activity.

A CBAE Process Manual incorporating all modifications and revisions determined through field testing and user feedback will be disseminated this program year. The manual will delineate the various alternatives available to the adult learner who chooses to pursue the route to a high school diploma and/or certificate.

EVALUATION

Evaluation of the APL Project for this period will be based primarily on accomplishment of Project Objectives stated above. Continued field testing of CBAE materials, record keeping, use of the Process Manual, and a modified alternative diploma program for adults are all an integral part of this project. This field testing involves the collection of evaluation data from local program sites, and a consolidation of that data and the preparation of a final report to the Texas Education Agency following the completion of the program year's activities. As an added component of this year's program evaluation, we will apply the Levels of Use criteria developed by the Teacher Research and Development Center of the University of Texas at Austin, and our findings based on application of that process will be included in our final report to TEA.

TITLE Correspondence Course (for New Hampshire) APL-13

CONTACT Gail Dowling (802) 456-8837
Project Director
Vermont Institute for Self-Reliance
Box 66
East Calais, Vermont 05650

OBJECTIVES

1. Instruction is intended for advanced intermediate level students, those who are able to study independently. Supplemental help is occasionally provided by a paid or volunteer home tutor either by phone or in person.
2. An interest survey, reading and math pre-test, as well as a 100-200 word self-introduction helps to determine the appropriateness of correspon- dence study and the instructional materials to be used.
3. All materials have been tailored to meet the needs and expressed interests of adults. As many of the students who study through correspondence are reluctant readers, the premise has been made that "relevant" readings from newspapers, magazines, and pamphlets will retain attention as well as influence a student to read more on his/her own. Each reading lesson checks the student's understanding of ideas and remembering of information; the more difficult lessons include comprehension checks and exercises in making inferences, logical thinking, and critical thinking. Each lesson also provides vocabulary development; most les- sons have practical application exercises using the knowledge acquired in reading (mending a cracked wall, raising Christmas trees, math).
4. There are two broad levels of materials: intermediate (approximately fifth and sixth grade) and advanced (approximately seventh through ninth grade).
5. If it is found, in examining a student's work, that he/she is having difficulty with a particular skill, enrichment activities are provided until his/her attainment of that skill is assured.
6. In math, a student basically works from a book which presents each skill sequentially. Because a student learns how to write by writing, each student is assigned a short writing for each lesson.
7. At this point, a student can either take the test immediately, take a GED practice test, or work in books which simulate the GED, giving him/her more confidence.

FUNDING

$10,000 July 26, 1981 - June 30, 1982

TARGET AUDIENCE

Educational level (advanced-intermediate); rural residents; and institutionalized (correctional)

PRODUCT

Over 1,100 individual lessons are coded and indexed according to level, skill and content areas. A sectioned notebook containing single copies of all materials is made available to all staff, volunteers and students free of charge. Single copies of new materials may easily be added to the notebook and are sent out as they are developed. In addition, a complete index to all materials is also available.

TITLE Development of an ABE Recruitment Program and Statewide Distribution and Cablecast of ABE Material APL-14

CONTACT Melanie Hess (304) 269-3943
Project Coordinator
Lewis County Board of Education
322 East Third Street
Weston, West Virginia 26452

OBJECTIVES

1. Dissemination of educational materials to CATV and TV networks.
2. Develop cooperative arrangements with ETV networks.
3. Determine ABE program outreach and the development of life-coping skills by socially, economically and educationally disadvantaged adult viewers.

DESCRIPTION

1. Identify and contact all ETC, CATV and concerned ABE personnel.
2. Involve personnel in scheduling and prepare publicity, ETV materials evaluation forms, etc., for distribution.

The emphasis of the project will be toward helping adults develop life-coping skills required in handling personal, family, social and career problems and increasing their awareness of the need for basic education skills in today's job market.

FUNDING

$2,045 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Rural residents

PRODUCT

Development of a model for the implementation of a statewide delivery system for the utilization of ABE instructional programs through ETV and CATV systems.

EVALUATION

Evaluation will be performed by the project personnel on an ongoing basis. In addition, the project will be evaluated by auxiliary ABE personnel using the audit survey. Each project objective should be reviewed and ratings given according to the classification: Poor, Fair, Average, Good and Excellent, with a point value given to each classification.

TITLE Adult Education Teacher Assessment: A Self Assessment Inventory and Evaluation Guide

AT-1

CONTACT Dr. Curtis Ulmer
Associate Dean, College of Education
The Department of Adult Education/University
of Georgia - Athens
Athens, Georgia 30602

OBJECTIVES

The specific objectives are: Develop a Self-Assessment Inventory and Evaluation Guide that will:

1. Provide the State Department of Education consultants systematic and reliable information for planning inservice education programs,
2. Provide a basis for evaluating individual programs at the local level,
3. Provide a basis for evaluating the state program,
4. Provide the local coordinator information for planning inservice programs,
5. Provide the coordinator information needed to assist individual teachers,
6. Provide the local coordinator program evaluation information needed to develop long-range instruction and curriculum plans,
7. Provide the teacher immediate feedback concerning the effectiveness of instruction,
8. Provide the teachers a basis of comparison regarding their attitudes and beliefs about the adult student,
9. Provide the teachers a basis for comparing their effectiveness without threat, and
10. Provide the teachers an objective basis for discussing their needs and problems with their supervisors.

DESCRIPTION

The guide prepared for the final product will consist of three parts: a self-assessment for teachers, an assessment for coordinators, and a general program evaluation. The program will consist of three stages. Stage one will consist of a study of the literature of self-assessment and evaluation and the development of a hypothetical model for testing. Stage two will consist of field testing and adapting the models to the needs of Georgia teachers and coordinators. Visits will be conducted on a geographic basis in at least six areas of the state. Also, visits to rural programs, metropolitan programs, multi-county programs, as well as programs that utilize learning labs will be conducted. The final product should reflect the varying needs and circumstances of the programs as well as reflecting the current state-of-the-art in adult education teaching and programming in Georgia.

Stage three will involve developing and field testing the final product. The field test will be conducted in at least two programs for the purpose of refining the final instruments in terms of clarity of purpose and in terms of correct interpretation of the individual item in the instruments.

An advisory panel consisting of three program coordinators, three teachers, and State Department of Education personnel will be utilized to assist the project personnel in developing instruments based on the needs of Georgia Programs.

FUNDING

$50,000 November 1, 1981 - October 31, 1982

TARGET AUDIENCE

Classroom teachers, administrators, counselors, volunteers, and paraprofessionals

TITLE California Adult Student Assessment System

CONTACT Patricia Rickard (714) 277-6982
Project Director
San Diego Community College District
Kearny Adult Center
7405 Mesa College Drive
San Diego, California 92111

OBJECTIVES

A comprehensive educational assessment system for adults will be developed to assist adult education programs in implementing an assessment system designed to reflect competency-based curricula occurring in local instructional programs. The process model will include working papers that will serve as a guide in implementing effective assessment programs for: a) placement of adults in beginning through advanced levels of ESL and ABE, as well as vocational and high school diploma programs, b) measuring achievement of educational goals, and c) applying these procedures to a variety of educational settings. A series of brief placement tests and procedures will be developed. These placement tests will measure levels ranging from beginning ESL through high school completion and reflect competency-based curricula.

DESCRIPTION

In order to develop this assessment system the consortium and this project will focus on the following objectives:

1) Coordinate all activities of the CASAS Consortium.
2) Develop description of process needed for implementation of assessment system.
3) Develop life skill test items as needed and survey item bank resources to select appropriate items that will match curricula and fulfill local assessment needs at all program levels by providing a minimum of 1000 validated life skill items in an item bank.
4) Develop a series of brief placement and achievement tests that identify the level of any given student's ability to handle both basic academic skills as well as life skills, using a minimum of both student test time, scoring time, and staff interpretation time.
5) Define linkages to other adult education program components including vocational and handicapped programs.
6) Develop procedures for a guidance and counseling component of the assessment system.
7) Develop procedures manual for use of item bank in assembling program level and content tests.

FUNDING

$200,000. July , 1981 - June, 1982 (Continuing Project)

TARGET AUDIENCE

Educational Level (ABE, ESL, High School) and Adults with Limited English Language Skills

PRODUCT

A series of brief placement/locator tests in both academic skills and life skills as well as an Implementation Guide emphasizing a process model for the assessment system will be developed. An item bank of approximately 1000 life skill items appropriate to ABE, ESL, and high school completion programs will be available. In addition, prototypes of achievement tests in the basic skills and life skills areas will be developed and tried out. Products include:

1) CASAS Competency Code List for ABE & ESL.
2) Samples of life Skill Items with appropriate curriculum materials for specific instruction of competency.
3) Sample locator test & student test record form.
4) Sample test item bank card.
5) Competency-Curriculum Matrix, available 9-81.
6) Explanation of Competency Code System.
7) Sample Life Skills Achievement Test for ABE/ESL, available 9-81.

EVALUATION

Provision for input from the CASAS Consortium through regularly scheduled meetings will enable feedback to change or alter objectives to best meet the needs of adult students enrolled in adult education programs throughout the state. External evaluation will consist of regular progress reports to State Department of Education, meetings scheduled with 310 Project Review Committee and presentations to professional groups involved in educational research such as the California Educational Research Association.

Test item evaluation will be completed during the 1981-82 fiscal year. Techniques for item evaluation will be found under project description. Initial evaluation from instructors involved in field testing the prototype instruments will be completed. Additional refinements of test instruments would necessarily be made in an additional year of funding. That would include indices of instrument validity and reliability approximation (American Psychological Association, National Council of Measurement Education and American Educational Research Association Psychometric Standards). System evaluation will be based on partial system development, try-out, and input from administrators, counselors, instructors, support staff, and CASAS Consortium. From this information, a comprehensive system evaluation plan will be designed.

9300 students from 20 different districts and agencies throughout California were involved in the field testing during 1980-81. These students were enrolled in Adult Basic Education, English as a Second Language, and High School completion classes as adult education programs of unified and community college districts, correctional institutions, comprehensive and continuation high schools. Demographic data collected includes age, sex, educational background, native language, and ethnic background.

TITLE English as a Second Language
Literacy Instrument

CONTACT Elizabeth Reyes (408) 735-6333
Project Specialist
Fremont Union High School
Cupertino, California 95014

OBJECTIVES

1) Goal 1. Develop an ESL reading and writing test—As explained in the end of year report for fiscal year 1979-80, the decision was made to limit the focus of the test to the reading component. This decision was based not only on time and staff constraints but also the belief that developing an effective and truly diagnostic reading instrument would require the full time and energy of the staff. Objective 1 is design nine subtests for reading, and Objective 2 is design six subtests for writing. This objective was never addressed for the reasons stated in the above goal.
2) Goal 2. Develop alternative testing strategies if student reading errors are not related to native language background—This goal was addressed in the 1979-80 end of year report and is still valid although the staff has not been able to meet the second objective of completing the handbook, which includes teaching strategies. Data analysis is not completed at this point. Therefore, student error profiles and the resulting reading strategy activities to remediate these errors can not be finalized.

DESCRIPTION

1) Responding to the necessary design changes, from September 1980 through May 1981 the staff wrote new test passages, collected and analyzed data, made revisions and re-field tested the instrument.
2) In conjunction with the new test passages a locator test was also written. The purpose of the locator was to determine the appropriate test packet each student should receive. The locator test and the eight Cloze Tests were field tested in November and December on approximately 100 beginning and intermediate ESL students in the Bay Area.
3) The next step was to field test the maze passages in order to confirm the relationship between the two passages on the maze format. Again the locator test was administered with the maze passages to establish cut-off points for placement. Approximately 100 students—50 students per level—were tested in January and February. Data analysis showed the two passages were highly correlated in the maze format, and the locator passage performed as before.
4) To determine the relationship between the cloze and maze procedures the staff used a split-test procedure, testing 120 more students in April and May. The locator test and one cloze test and its matching or opposite maze test were administered.
3) By mid-May the passages of the two test packets had been revised. The revision of the two intermediate passages was based on a formal item analysis; the beginning passages were revised using the staff's judgment as to the effectiveness of each distractor and its adherence to the error categories. The major field testing of 600 students occurred in Los Angeles and San Diego beginning May 26. The field test data from Los Angeles was returned to the project staff June 12. Data from the San Diego field test has not been returned as of July 15. Therefore, test data analysis is inconclusive and incomplete.

FUNDING

$15,000. July, 1981 - June, 1982

TARGET AUDIENCE

Adults with Limited English Language Skills

PRODUCT

The test packets and directions are complete but the test passages need revising based on the analysis of the major field test data. Therefore, it would be necessary to complete the data analysis gathered during the major field testing in Los Angeles and San Diego, make revisions and then re-field test the revisions. In addition, further field testing of the locator test would be necessary. Once completing the field testing and revisions, the handbook and technical manual could be completed.

The staff had begun work, but has not completed the handbook and technical manual to accompany the instrument. The handbook was to have explained how to assign the appropriate test packet, administer the test, and how to score and diagnose the responses. Sample classroom activities corresponding to the error types were to be included. A technical manual was also to have been written, explaining the data collection and analyses processes.

At this time, without completing the data analysis from the major field testing and making the appropriate revisions, the Literacy Instrument is not ready for use. The handbook explaining the testing procedure, student error profiles and the remediation activities is also incomplete. In addition, data confirming the validity and reliability of the instrument has not been analyzed.

EVALUATION

Formative: a) Face Validity: Throughout the field testing stages, teachers have been encouraged to critique the directions, test items, and test content. Their comments have led to revisions and improvements of the instrument. Teachers were also asked to complete an evaluation form, judging their students' reading ability. b) Content Validity: Strict parameters were set for each error type in determining the appropriate distractors for each maze test item. Test items were evaluated formally and informally on an ongoing basis. In addition, 75 participants in the major field testing at each level were required to take the two passages in both the cloze and maze format. c) Reliability: Reliability was to be computed by the method of split halves. d) Range and Extension: Range and extention was to be determined by analyzing the responses 50 beginning students made on the intermediate tests and 50 intermediate students responses on the beginning tests. These students were randomly chosen among the 600 field tested in Los Angeles and San Diego.

TITLE Adult Education Long-Term Standardized Exit and Follow-Up Assessment Model — AT-2

CONTACT Marilyn A. Kushak (217) 525-3089
Project Director
Springfield Public School District #186 Adult Education Program
101 East Laurel
Springfield, Illinois 62704

OBJECTIVES

1. To develop a model for an Adult Education Standardized Exit procedure adaptable by statewide Adult Education Programs.
2. To develop a model for an Adult Education Long-Term Standardized Follow-Up assessment adaptable by statewide Adult Education Programs.
3. To report cost effectiveness of an Adult Education Program.

DESCRIPTION

1. An exit interview will be conducted with students known to be terminating from adult education. At this time, data will be recorded relative to GED completion, employment status, further educational plans, and other possible reasons prompting their departure from adult education.
2. Ideally, all students departing from Adult Education would give notice and participate in an exit interview to provide necessary follow-up data. However, for those who are not available for an exit interview, there will be two follow-up options: (1) a telephone exit interview; (2) a mail follow-up questionnaire. Therefore, names, addresses, and telephone numbers of students who exit without notice will be compiled monthly.
3. An effort will be made by telephone to reach the random sample of students who did not participate in an exit interview to collect data.
4. All random students who cannot be reached by telephone will be sent a follow-up card to be completed and returned.
5. For the non-responding students, a second mailing in the form of a return-receipt requested mailer will be sent.
6. At the end of the month, follow-up steps #1, #2, or #3, or #4, or #5 will be repeated.
7. The six-month and one-year follow-up will be conducted on a continuous basis consistent with the project's student sample and time blocks. This will be implemented by sending a follow-up card requesting extension of data which was collected by the initial exit interview or original exit card.
8. Each successive month an end-of-the-month exit procedure and six-month follow-up activity will be conducted.
9. After each exit procedure and follow-up activity, data will be compiled, tabulated, and analyzed relative to the product's goals and objectives.

FUNDING

$17,527 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Mentally and physically handicapped, older adults (including displaced homemakers), Basic Education to high-level clerical educational level, adults with limited English language skills, Planning and Management administrators

PRODUCT

The final product derived from the Adult Education Long-Term Standardized Exit and Follow-Up Assessment Model 310 Project will be a packaged model available for duplication, dissemination, and adaptation. It will include a sample of the program exit model, the follow-up model, a monthly activity worksheet grid for consistent data collection and record keeping, and recommendations with supporting evidence related to follow-up techniques that yield the highest rate of student response. In addition, a cost effectiveness format design will show the cost savings realized through training adults for employment.

EVALUATION

The major techniques and methods applied to ascertain follow-up data are the (1) Exit Interview, (2) Telephone Interview, and (3) Monthly Mailing. The essential instruments include the (1) Exit Interview Announcement, (2) Exit Interview Questionnaire Profile, (3) Information Card, (4) Initial Follow-Up Card, (5) Long-Term Follow-Up Card, and (6) Monthly Activity Worksheet Grid.

The experimental design used in this project is the step-by-step procedure outline developed for the Exit Interview as well as the Follow-up activity. The monthly Activity Worksheet Grid was designed as a vehicle to record and tabulate data. The field testing is done with a random sample of approximately 25 different students departing each month. The sample includes minorities, unemployed, employed, males and females, age range 18-60, dis- placed homemakers, public aid, CETA, Federal Basic, Federal Secondary, and State funding recipients, and educational levels ranging from Basic Adult Education to high-level clerical students.

TITLE Project BEST (Better Educational Services through Testing) AT-3

CONTACT
Dr. Larry F. Devane (316) 321-5083
Dean, Liberal Arts and Sciences
Nancy Blaine (316) 321-4030
Project Coordinator
Butler County Community College
Haverhill Road and Towanda Avenue
El Dorado, Kansas 67042

OBJECTIVES

Measurable claims to be addressed in Project BEST (Better Educational Services through Testing) include the following:

1. Every geographic area of Kansas will have, at the completion of the project, an adult service provider capable of training and illustrating the usage of the New London Procedure with learning disabled adults.
2. Every geographic area or cluster will have a person capable of demonstrating the in-service and usage in remediation and compensation of learning styles for adults with learning disabilities through testing.
3. Statistical documentation will be available proving or disproving the value and application of the New London Procedure in Kansas adult service centers.
4. Localized documentation relative to the nature of learning disabilities among Kansas adults will be assembled and presented for comparison to the national findings.
5. A design for correlating the Kansas-used diagnostic materials and those recommended by the New London Procedure will be presented.
6. A project summary report will be developed and made available for state and federal agencies as well as interested, in-state adult service providers.

DESCRIPTION

The methodology utilized for implementation and operation of Project BEST combines: a) Statistical data collection pre and post, b) demonstration and professional in-service, c) subcommittee projects within the overall pilot group. The eight procedures or methods listed below specifically illustrate methodology to be followed:

1. Face-to-face in-service sessions with Dr. Laura Weisel on the structure and application of the New London Procedure.
2. Construction, administration and analysis of an interest questionnaire to be used as a pre-awareness device for the core project personnel selected.
3. Post-project questionnaire for core project members addressing perceived usage by adult program service providers.
4. Construction of a standard, in-service format to be used by core project members in carrying the information and usage techniques back to their regions.
5. Statistical analysis and comparison of core project members' findings in using the New London Procedure. This report will statistically illus- trate item percentage comparisons, as well as correlation wherever possible.

6. Core project group meetings will be carried out by a specific task within a specific time frame.
7. Subcommittee units within the core project group will be assembled by need area, i.e., statistical analysis, narrative listing of local prescriptive teaching strategies, etc.
8. Construction of a year-end report, intended to document project activities, actions, and recommendations.

FUNDING

$20,000 August 1981 - July 1, 1982

TARGET AUDIENCE

Handicapped (learning disabled, i.e., visual, hearing, etc.), rural residents, urban residents, classroom teachers, and college teacher educators

EVALUATION

1. The evaluation procedures to be used in Project BEST incorporate documentation of survey information, case study comparisons, narrative descriptions, comparison of Kansas-found information and perceptive techniques to those quoted nationally. Finally, a summary report of the project will be constructed and disseminated to the Kansas State Department of Education and each geographic region in the project detailing the happenings of the project.
2. Factors of primary importance to Project BEST will be sample data collected on students in the study for comparison of Kansas-found student situations to national data. A second prime concern is the usage assessment and knowledge gain of the sample persons involved in the project.
3. Field testing is a prime part of Project BEST and will be done by:
   a. Sample trainers in-service
   b. Assessment of home program adult students by age groupings
   c. Standard IEP deployment on London Procedure assessments
   d. Analysis of interest questionnaires
   e. Year-end report distribution
4. Pending project completion, evaluation documents and sample assessment materials will be available for review.

TITLE Newell Truck Plaza Testing Program AT-4

CONTACT Marlin Frey (316) 283-1247
Adult Education Director
USD #373
725 North Main Street
Newton, Kansas 57114

OBJECTIVES

1. To make persons coming to Newells Truck Plaza aware of educational experiences available at the Plaza.
2. To provide Adult Basic Educational materials at the truck plaza.
3. To provide GED testing materials.
4. To provide GED testing at the truck plaza.

DESCRIPTION

1. Adult Basic Education materials are available at the truck plaza. These materials include low level language arts, math books and handouts.
2. The person giving GED tests is at the truck plaza every Thursday evening and also on call for additional testing times.

FUNDING

$4,000 April 15, 1981 - June 30, 1982

TARGET AUDIENCE

Minority ethnic groups, educationally handicapped, older adults, rural residents, and urban residents

PRODUCT

We have not developed any new materials other than a brochure which is available at the Truck Plaza.

EVALUATION

We do not have an instrument for measuring changes and impact. The main objectives of this project is to provide basic educational materials to truck drivers and to give them the opportunity to complete their high school education by taking the GED test. Truckers have told me that they have not been in the same location long enough at one time to take the test. By going directly to the overnight truck plaza it gives those truckers who desire to take the GED test the opportunity. A by-product of this project has been that others in our community who have not completed high school have seen the sign and procures at the plaza and have enrolled in our truck stop program.

TITLE Adult Education and Career Assessment Center Project AT-5

CONTACT Donald L. Byrnes (308) 381-5912
Director of Personnel
Grand Island Public Schools
615 North Elm
Grand Island, Nebraska 68801

OBJECTIVES

1. Evaluate and update the APL curriculum currently in use.
2. Evaluate the data previously produced to determine the effectiveness of APL competency-based materials.
3. Determine the implement criteria allowing the APL competency-based program to become an acceptable alternative to the traditional high school diploma and GED diploma program.

DESCRIPTION

The proposed project intends to utilize APL materials adapted to the Grand Island area and utilize those competency-based materials as a means for the adults to acquire skills to function satisfactorily within the community and society. The APL materials identify basic life skills and provide practical life activities to aid the learner in acquiring those skills. The use of APL materials will assure the learner he is prepared to function in society better than former diploma equivalency programs would have provided.

The project will be based in an alternative learning center which has proven successful in meeting the unique learning styles and needs of disenchanted in-school youth and out-of-school youth and adults. The learning center staff intends to continue to develop an atmosphere which focuses on the success of the individual and through that success enhance self-concept and motivation.

In addition to basic life skills developed through the competency-based materials, the participants will have the opportunity to assess their employability. By combining career exploration aspects with the basic life skills materials, the project intends to provide participants with the attitude that their career is closely linked to their skill development and their academic skills are applicable in real life situations.

FUNDING

$10,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Mexican-Americans, handicapped (learning disabilities-EMH), older adults, educational level grades 8-11, urban residents, adults with limited English language skills, and alternative school staff

PRODUCT

By the end of this project year, a complete competency-based curriculum covering the five APL areas will be compiled and refined. Meetings will be held with Grand Island school officials to develop plans to have this curriculum adopted as a model for an alternative, competency-based high school diploma.

The Grand Island curriculum, which has been developed to meet the specific needs of this central Nebraska locality, will not be offered for general sale. However, the list of objectives and respective student tasks are available free of charge upon request.

EVALUATION

Evaluation of this project should investigate four aspects:

1. If the APL curriculum reflects the needs and resources in the Grand Island community.
2. How the students accept and utilize the APL materials in their GED study program.
3. If the APL competency-based program is an effective means to acquire adult basic skills.
4. How the criteria is developed and implemented on which the local and state school boards will base their acceptance of an APL competency-based high school diploma program.

The evaluation process will, by necessity, require active involvement by members of the Adult and Community Education Section of the Nebraska Department of Education. Also local school district personnel along with school board members will be involved in determining criteria for evaluation. Local school district advisory committees are aware of the APL Project and are able to provide a community viewpoint as the evaluation process develops.

TITLE Teaching Test-Taking Skills to Adults AT-6

CONTACT Richard D. May (717) 652-3656
Consultant
4607 Abbington Drive
Harrisburg, PA 17109

OBJECTIVES

1. To conduct six workshops on test-taking skills for adult basic educators.
2. To have test administrators understand the correct method for test administration.
3. To have adult basic education staffs learn techniques they can teach their students.
4. To write and publish a booklet on test administration and test-taking skills for adult basic education.

DESCRIPTION

Workshops included four areas:

(1) Introduction to testing
(2) How to Administer a Test
(3) How to Take a Test
(4) A Test-Wise Program

Used mini-lecture, individual oral and written participation, question and answer and audio-visual presentations.

The Booklet was written/published and mailed to all adult education programs in Pennsylvania. The title was Improving Test Scores of Adults, Richard D. May.

FUNDING

$4,182 September 1981 - December 1981

TARGET AUDIENCE

Classroom teachers, administrators and counselors

PRODUCT

A limited number of booklets, Improving Test Scores of Adults, by Richard D. May, consultant, are available from the Pennsylvania Department of Education, Adult Education Division, Harrisburg, PA 17108.

EVALUATION

Each participant evaluated the workshops - extremely positive. The Pennsylvania Department of Education Staff - extremely positive and helpful.

TITLE The Emerging Needs in Adult Basic Education AT-7

CONTACT Dr. Glenn Jensen (307) 766-2167
Professor
University of Wyoming
Room 306, Education Building
University of Wyoming
Laramie, Wyoming 82071

OBJECTIVES

To gather, validate and study information pertinent to the basic educational needs of adults in the State of Wyoming.

DESCRIPTION

Interviews, questionnaires and town hall meetings. Adult educators throughout the state will be involved, as well as other private and public agencies, clients of adult basic education programs, churches, libraries and other groups or individuals interested in the expansion of education to those not being served.

FUNDING

$7,347.50 (includes $2500 local) January 1, 1982 - May 15, 1982

TARGET AUDIENCE

Minorities, handicapped, older adults, ABE/GED educational level, rural residents, urban residents, health and correctional institutionalized, immigrants, adults with limited English language skills, classroom teachers, administrators, counselors, volunteers, paraprofessionals, women, unemployed, and others

PRODUCT

The product will be a proposed plan for the extension and expansion of educational service in the state to those in need of basic adult education.

EVALUATION

Based on acceptance and approval of the proposed plan of action by the Wyoming State Department of Education.

TITLE Adult Basic Education - Career Counseling C-1

CONTACT William M. DeMatteo (203) 739-6971
Assistant Director
Project LEARN
P.O. Box 220
East Lyme, Connecticut 06333

OBJECTIVES

1. To offer individual assessment and group career counseling services to participants of the Region #2 Southeastern CT ABE Program.
2. To provide career information including local, state and national labor market information to participants.
3. To provide an ongoing program of staff development for career counselors.
4. To provide for the evaluation of the effectiveness of the ABE Counseling Program.

DESCRIPTION

Scope: Project LEARN, a Regional Educational Service Center serving southeastern/shoreline Connecticut and Region #2 Southeastern Connecticut Adult Basic Education Program provides a program of career counseling services and employment information to a total of 440 adults enrolled in the ABE Programs at 12 different locations throughout Southeastern Connecticut. Career counselors were selected to serve two 3-hour sessions per week.

Purpose: The purpose of this program is to guide adults toward:
1. Developing a realistic self-appraisal
2. Improving job search and job procurement skills
3. Identifying appropriate career paths and/or placement opportunities.

FUNDING

$10,200 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Laotians and Spanish, handicapped (half-way home for retarded adults), GED and ESL educational level, and rural residents

PRODUCT

A program summary and evaluative report will be completed by July 31, 1982, and submitted to the Connecticut State Department of Education Office of Adult Basic Education.

EVALUATION

In addition to a student evaluation form and the counselor continuous log, three special evaluation sessions to include all counselors and program administrators are conducted through the year:
1. Preprogram - identify and prepare for program implementation and evaluation procedures
2. Mid-program - review evaluation process and provide for modifications if necessary
3. End-of-year - final summary and evaluation report.

The Project Coordinator will submit a final evaluation report to the Connecticut State Department of Education by August 1, 1982.

TITLE Adult Education Teacher Counseling and Guidance Model: Development of A Training Film and Manual Guide C-2

CONTACT Dr. Margaret Holt (404) 542-2214
Professor of Adult Education
Department of Adult Education
University of Georgia
Athens, Georgia 30602

OBJECTIVES

At the conclusion of this 18-month project a significant number of Adult Basic Education teachers and students should have received the preparation which will enable them to participate fully in an effective counseling training program in Adult Basic Education. In addition, it is expected that a training model will be developed that can be used in statewide training programs, through local inservice programs, through State Department of Education Adult Training Coordinators, and through self-paced instruction on the part of individual teachers.

DESCRIPTION

In Phase I a selected number of adult education coordinators and teachers will be selected to participate in a one-week workshop for the purpose of identifying counseling needs and problems of the specific target population to be served by the individual program. The selection will be based on demographic characteristics of populations such as rural-based, urban-based, English as a second language programs, programs for the older adult and various other special populations of Adult Basic Education students. The teachers will be used both as resource persons and for training purposes as well. The selection of teachers who participate will be made by the Adult and Continuing Education Unit of the State Department of Education from 20 to 30 teachers selected to represent rural, urban, and suburban populations as well as the special student populations will participate in the program. Prior to their workshop, the available materials in Guidance and Counseling will be gathered for critical study and review. The focus of the program will be adult student counseling as opposed to records keeping and testing. The project staff will be expected to collect data from the individual teachers and following the end of Phase I's training program to classify the materials and use them in the following phases of the program.

Phase II has as its objective the critical task of developing the guidance and training model. In Phase II a selective number of adult education students will be chosen to participate in a one-week workshop for the purpose of identifying counseling needs, problems, the type of counseling they will accept, and other needs of the counseling program. Essentially the students will be critiquing the materials developed by the Adult Education coordinators and teachers in terms of their relevance to their needs. The students will be asked to independently develop goals and purposes for the counseling program and in role playing sessions will illustrate how they best think the counseling can take place.

FUNDING
$60,000 April 1, 1981 - September 30, 1982

TARGET AUDIENCE
Classroom teachers, administrators, counselors, volunteers, paraprofessionals

TITLE Counseling-Learning/ABE Staff Development Program for New York C-3

CONTACT Jennybelle Rardin (815) 747-3071
Project Director
Counseling-Learning Institutes
Box 383
E. Dubuque, Illinois 61025

OBJECTIVES

1. To continue providing supervision, support and guidance for those teachers who have already been in the program and indicated a desire to deepen their awareness and skills.
2. To invite up to ten teachers to prepare themselves to present to other ABE teachers and supervisors in New York State the effective methods and techniques they have worked out implementing the C-L/CLL model.
3. To evaluate student attendance as a result of being in classes taught by teachers who have participated in the staff-development program.
4. To evaluate student growth and progress as a result of being in classes taught by teachers who have participated in the staff development program.

DESCRIPTION

Objective 1 will be met by conducting on-site practicums, one-day local follow-up workshops, providing in-class supervision and consultation.
Objective 2 will be met through questionnaires and personal interviews.
Objective 3 will be met by attempting to determine the relationship between the C-L approach and student "staying power" as measured by the number of contact hours.
Objective 4 will be met by attempting to determine the relationship between the C-L approach and preference for self-directed learning as measured by the SDLSRI.

A one-day local follow-up is scheduled for February 6, 1982, in New York City. The on-site practicums and other one-day follow-ups as well as in-class supervision will be scheduled early in the spring.

FUNDING

$28,823 September 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers and counselors

EVALUATION

The objective for the first two years of this staff-development program was to raise awareness in up to 350 adult basic education teachers throughout the State of New York about the adult human learning process. Evaluation forms were completed at the end of each two-day introductory workshop and the five-day residential workshops. Follow-up questionnaires were sent out to participants. A copy of the 1980 December Newsletter is attached. It summarizes the evaluations.

During this third year evaluation forms will be sent out periodically to assess the continued growth of teachers as they work with C-L principles in their classrooms.

The Self-Directed Learning Situation-Reaction Instrument will be used to assess the relationship between the C-L approach and preference for self-directed learning.

TITLE PACES (Promoting Adult Career Education On-Site) C-4

CONTACT Monica Pugh (219) 424-7977
Project Director
Fort Wayne Women's Bureau, Inc.
203 W. Wayne, Suite 315
Fort Wayne, Indiana 46802

OBJECTIVES

1. To conduct five regional training series focusing on the use of adult career counseling materials and techniques developed under 310 projects.
2. To provide on-site demonstration and technical assistance to 5-10 current adult education programs.
3. To reproduce and disseminate the Career Doors audiovisual products and teacher's guide produced under a 310 project in FY 81.

DESCRIPTION

The five regional training series will address career education methods/products suitable for use in Indiana's adult education programs. Up to 30 eligible participants will be recruited and screened for each series using an application/approval format based on their current professional status and goals in the field of adult education. On-site demonstration of products and/or techniques with students will be provided to individual programs as followup technical assistance. The proposed trainers are personnel who have developed materials or conducted special 310 projects which directly relate to career or vocational counseling methods.

FUNDING

$24,888 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers and counselors

PRODUCTS

Products of the project will include training materials used in the regional workshops as well as 20 copies of the A/V and print materials developed under the Career Doors project.

EVALUATION

The five workshops include a written evaluation instrument soliciting participants' reactions to the potential use of materials presented with students. Eligibility for on-site demonstration of career education materials at selected programs is based on a willingness of teachers to provide the PACES project with a thorough evaluation of materials after use with students. Since the purpose of PACES is to disseminate products developed in past 310 projects, the evaluation criteria is based on the number of adult education teachers who integrate the products into their existing curriculum. Ultimate beneficiaries are the students who are taught by those teachers who have developed familiarity with career education materials and techniques.

TITLE The Learning Connection C-5

CONTACT Adele Bowmar (413) 442-6596
Administrative Director
The Learning Connection
73 North Street
Pittsfield, Massachusetts 01201

OBJECTIVES

Goal: to provide an educational resource center for Berkshire County which researches, organizes and makes accessible all the educational resources that exist within and within reach of the county by acting as an intermediary between the resources and the expressed needs of the citizens.

Objectives: 1) to provide the materials and location where area adults may obtain educational and career information, and to provide the counseling to enable them to use that information; 2) to encourage individuals and groups to teach, learn, or share skills with others, through participation in an educational matching and referral system, a learning network; 3) to collect, organize, and make accessible through a resource library all (as many as verifiable) adult learning opportunities available in Berkshire County.

DESCRIPTION

Counseling: As a result of publicity efforts (radio, relationship with local school systems, outreach to libraries and social service agencies, and to area colleges, newspaper articles, brochures, posters and flyers, and LC newspapers) the LC staff will work one-on-one with clients in the LC office, at the adult learning center in Pittsfield, at the county house of correction. The staff works with individuals in libraries or homes when it is not possible for the client to come individually to the LC office.

The LC staff do radio interview programs designed to disseminate specific information -- financial aid procedures, going-back-to-school strategies, career exploration.

Staff provide group information and guidance at community locations when requested.

Staff disseminated information through the periodic LC newspaper, Connections, and semi-annually through its adult education catalog.

Learning Network: The staff register the teaching or sharing offerings of community adults; these are placed in a card file by subject and by registrant name. Individuals or groups phoning to obtain a learning resource are given the name or names of individuals that can best meet that request.

The LC promotes the learning network in every outreach effort of the counseling service. It highlights the network in all publicity and advertising plans. Staff specifically request that participants speak for the network in the community.

The staff operate as catalysts in community education groups using its learning file to respond to requests for assistance and collaboration in community educational programs.

The staff encourage and assist registrants to offer their teaching skills in community education programs, such as night schools, community schools and community organizations that offer enrichment classes.

Clearinghouse:
Activities: The LC maintains a comprehensive cross-referenced card library of education information through updating and systematic addition of new information. This includes daily clipping of relevant material from the local papers; follow-up telephone calls and letters to pertinent groups; translating new or updated information to the card file system; being available to disseminate the information to people by telephone, through office visit, and through LC publications.

FUNDING

$19,600 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Adult Basic-College educational level, correctional institutionalized

PRODUCT

The primary product developed by The Learning Connection is the educational catalog/supplement that describes all educational opportunities for adults within the county. It represents a year of research, averaging 20 hours a week. It is the result of another product, the creation of a system of obtaining, organizing and making accessible extensive information. The delivery system is unique. It involved contracting with the local newspaper to print and distribute 34,000 copies of the 16-page supplement.

It will be the goal of The Connection in 1982-83 to put fully in manuscript form its design for a fully integrated, cost saving system of adult education services.

This year the supplement "Where to Learn What in Berkshire County" has been produced and delivered by the local newspaper, put in libraries and offices, and is available in the LC office to anyone or group that requests it. It is free.

In February the LC will distribute/have available 1,500 copies of an edition of its newspaper Connections. This is printed when time and money are available. The February edition will run eight pages and will also be free.

EVALUATION

The LC does an evaluation each May. The design is described below:

1. Board of Directors is given the program goals and objectives and, based on these, evaluates the program at its own discretion.
2. Staff is asked to each make an evaluation of the program strengths and weaknesses from the perspective of their own experience.
3. Participants are surveyed through a random sample questionnaire mailed to 25 percent of the participants. This includes both learning network clients and counseling clients.
4. In-House Records, including feedback from users, number and referral counts of educational matches for both the learning network and the counseling service.
5. The Clearinghouse is evaluated primarily by the actual distribution of catalogs. In addition, requests for information by phone that use the library will be recorded. Feedback from organizations listed in the catalog and from groups and agencies using it will be solicited; they will noc be formally surveyed.
6. Educational Counseling will be evaluated by the numbers of clients and by how many actually enroll in programs, how many receive financial aid.

TITLE Project TACT: Training in Adult Counseling and Testing C-6

CONTACT Susan K. Allan (412) 463-8578

Coordinator of Adult Services
ARIN Adult Learning Center
220 N. Fifth Street
Indiana, Pennsylvania 15701

OBJECTIVES

The overall goals of the project were to present a workshop session at the Pennsylvania Mid-Winter Conference for Adult Conference; the workshop would increase teacher effectiveness in age variance management and improve the confidence and preparation of students in test-taking situations. Teachers discussed methods of managing various levels of competence, skills, age, experience and motivation within classroom settings. Teachers learned techniques useful to students in reducing test anxiety and improving test performance.

DESCRIPTION

The first part of the workshop focused upon understanding adult development and age-variance management. Counseling and communication skills were reviewed and discussed. Teachers demonstrated their understanding by applying appropriate group techniques and teaching styles in hypothetical situations.

The second emphasis was upon test-taking skills that teachers may use to reduce test anxiety among students and improve test performance. Skills presented included: orientation to types of test items, reducing stress, using test formats for practice, timing tests, and narrowing choices. Materials used were printed handouts and sample tests.

FUNDING

$512 July 1, 1981 - March 31, 1982

TARGET AUDIENCE

Classroom teachers, administrators - project directors, and counselors

PRODUCT

A 31-page notebook, designed for teachers' concerns about classroom management and testing, was developed and distributed. Major topics covered included: (1) theoretical considerations; (2) counseling and guidance; (3) how adults learn; (4) techniques of management; (5) instructional method; (6) testing - purposes, selection, and classification; (7) administration of tests; (8) interpretation of test results.

Counselors and/or administrators could also utilize this material.

Copies available from project, $2.50.

EVALUATION

It was proposed that evaluation forms would be completed immediately following the workshop to determine teacher understanding and effectiveness of the presentation. However, these forms were not supplied this year so evaluation was subjective based upon discussion, response, and sustained attendance during the workshop presentation. Fifteen people participated in the workshop discussions, no one left the session before its completion, all comments solicited were favorable.

TITLE Project IMAGES (Improving Management of Adults/Guiding and Educating Staff)

CONTACT Susan K. Allan (412) 463-8578
Coordinator of Adult Services
ARIN Adult Learning Center
220 N. Fifth Street
Indiana, Pennsylvania 15701

OBJECTIVES

Develop and implement training sessions within the six Fall workshops for the special needs of both experienced and inexperienced staff of Adult Basic Education programs in the counseling area of age variance management within the learning processes.

DESCRIPTION

1. Research, consultation, and organization necessary to develop workshop materials relevant to adult development, effective communication techniques, group dynamics, and classroom management.
2. Development of teacher packets to be used in the workshop presentations.
3. Implementation of the workshop sessions at the six Fall workshops throughout Pennsylvania.
4. Project evaluation to determine organization, relevance, effectiveness, and value of the workshop presentations.

FUNDING

$1,761 July 1, 1981 - December 31, 1981

TARGET AUDIENCE

The experienced and inexperienced classroom teachers, counselors, and administrators of Adult Basic Education programs.

PRODUCT

The Teachers' Workshop Package has been developed which, although it was tailored to meet ABE teachers' concerns about classroom management, could also be effectively utilized by counselors and/or administrators. Major topics covered include: (1) Theoretical Considerations; (2) Counseling and Guidance - You Can't Avoid It; (3) How Adults Learn; (4) Techniques of Management; (5) Instructional Methods.

Copies of the final report are available from the ARIN Adult Learning Center, 220 North Fifth Street, Indiana, Pennsylvania. Cost is $2.50 to cover duplication and postage.

EVALUATION

The workshop presentations have been developed and implemented through the steps described above and within the project's timetable (which serves as an evaluation instrument). Brief questionnaires immediately followed each workshop session. Results of the questionnaires will be compiled, reported, and interpreted in the final report of this project.

TITLE Development of a Competency-Based Program for Lower Levels of Achievement (grades 0-8) at Aiea Community School for Adults Through Adaptation and Augmentation of Project CLASS (Competency-Based Live-Ability Skills System) CB-1

CONTACT Mrs. Floria Abe (808) 488-1670
Project Coordinator
Aiea Community School for Adults
99-101 Laulima Street
Aiea, Hawaii 97601

OBJECTIVES

1. To establish a lower-level (grades 0-8) competency-based program for students enrolled in Adult Basic Education, using Project CLASS (Competency-Based Live-Ability Skills) material.
2. To revise and augment Project CLASS modules to relate to the 15 essential competencies of the Hawaii State Department of Education.
3. To develop this program so that it is consistent with, and supportive of, the competency-based high school certificate program.

DESCRIPTION

1. Staff Development and Training: Project CLASS awareness workshop, conducted by Project CLASS Director, Elna M. Dimock, Clovis, California, and Project CLASS training session conducted by Lorraine Ruston, Assistant Director of Project CLASS, Clovis, California.
2. Activities:
   - a. Review Project CLASS modules and select those to be used for teaching basic competencies.
   - b. Prepare and adapt CLASS and supplementary materials for classroom use.
   - c. Use selected modules in classroom teaching of basic competencies.
   - d. Evaluate modules for effectiveness in achieving specific objectives.
   - e. Prepare and print material for field testing.
   - f. Field test material.
   - g. Evaluate and revise material
3. Status of Project: Two part-time Project CLASS teachers have taught and are currently adapting the following modules:
   Level I (0-4)
   Interpersonal Relationships: My Family (I IP1), Getting Along in the USA (I IP2), Learning to Like Myself (I IP4), All About Me (I IP5)
   Health: Staying Healthy (Life-School/Beginning, Module 10)
   Level II (5-8)
   Occupational Knowledge: Job Application (II OK6)
   Teachers not with Project CLASS have also helped to classroom test the following modules: Level I - Consumer Economics - Telephone (Life-School/Beginning, Module 7); Interpersonal Relationships - Getting Along in the USA and Level II - Occupational Knowledge - Test-Taking (II OK6) - Government and Law - Theft Prevention at Home (II GL 6)

FUNDING

$26,661 September 1981 - August 1982

TARGET AUDIENCE

Minority ethnic groups, Adult Basic Educational level, rural residents, immigrants, adults with limited English language skills, classroom teachers, administrators, and women

PRODUCT

Primary product is competency-based material developed with Project CLASS as its core and meeting requirements of Hawaii essential competencies. Product is intended to serve as instructional source for ESL and ABE adults at lower reading levels. (Third or fourth grade reading level is recommended for Level I modules.) Modules will be available at end of project year.

EVALUATION

1. The pre-test provided with each module is also administered as a post-test to determine students' mastery level of concepts and skills.
2. Teacher and student reactions to modules serve as an informal evaluative guide.
3. Evaluation of achievement of project objectives will be made by reviewing project-developed materials to determine whether Project CLASS adaptation should be continued for possible use by other community schools in Hawaii.
4. Further validation is possible through the Research and Development Group at the University of Hawaii.

TITLE Project PACCE

CONTACT Carl R. Phillips (217) 384-3638
Coordinator
Urbana School District #116
1776 East Washington
Urbana, Illinois 61801

OBJECTIVES

1. To formulate a model that traces CBAE materials produced and disseminated in Illinois from their point of origin to the consequences of their usage.
   a. To collect data that will give an accurate list of disseminators and users of CBAE materials.
   b. To ascertain through various forms of inquiry the specific use of the materials.
   c. To ascertain the direct and/or indirect consequences linked to the use of the materials.
2. To develop a model to increase the impact of CBAE matrerials and devise a network for the implementation of the model in Illinois.
   a. To devise a system of communication for users and potential users of CBAE materials.
   b. To facilitate cooperation between educational institutions using CBAE materials.
   c. To provide a series of professional development activities for users of CBAE materials.
   d. To make recommendations for coordination of CBAE materials and implementation of instructional models.

DESCRIPTION

1. a. Research and program visitation
   b. Compilation and review of data
   c. Writing and feedback
   d. Dissemination
2. a. Program visitation
   b. Consultant's workshop
   c. Compilation of data
   d. Questionnaires
   e. Compilation of data
   f. Research and review
   g. Technical writing
   h. Feedback and final draft
   i. Dissemination

FUNDING

$19,407 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers, Adult Education administrators, and resource personnel

PRODUCT

1. "Project P.A.C.C.E. Competency-Based Adult Education Bibliography" (December 1981). Product for use by instructors of adult education in their quest for finding appropriate materials suitable for implementing CBAE into existing programs. Will support instruction and resource centers geared to adult student.
2. "CBAE Materials User's Guide" (June 1982). Product for use by instructors as a guideline when introducing CBAE into their curriculum, by administrators when integrating CBAE into existing programs, and for use by resource personnel during program in-service.

Contact Adult and Continuing Education Section, Illinois State Board of Education

EVALUATION

A written evaluation will be formulated and sent to instructors for response concerning services provided by the project staff. A written evaluation will also be devised and disseminated to consultants upon completion of the scheduled workshop. Participants' evaluation and comments will be used by the project staff for planning future activities and possible strategic changes in the project.

The overall evaluation criteria will be written with the guidance of the Adult Education Section staff of the Illinois State Board of Education.

TITLE Calvert Learning Lab Competency-Based Adult Education Program CB-3

CONTACT Sister Pamela Jablon (301) 396-1603
Project Facilitator
Baltimore City Public Schools
Calvert Adult Education Center
200 E. North Avenue
Baltimore, Maryland 21202

OBJECTIVES

To develop, implement and evaluate a competency-based adult education (CBAE) model using the program and facilities of the learning laboratory located in Calvert Adult and Community Education Center in Baltimore, Maryland.

To demonstrate that at least 200 students were served by the CBAE model and showed advancement in basic and functional living skills, student satisfaction, attendance in the program and growth as independent learners.

DESCRIPTION

1. Conduct periodic in-service for learning center staff.
2. Establish extent of CBAE use in the learning lab at project initiation.
3. Expand the use of CBAE in the learning lab through support services and staff and identification and provision of needed resources.
4. Evaluate the extent that CBAE has been implemented at the close of the project.

FUNDING

$26,233 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

ABE educational level

EVALUATION

The "Checklist for Spotting CBAE's in the Field" by Ruth Nickse will be used to measure the extent of implementation of CBAE in the learning lab.

Pre and post-test measurements, self-administered rating scales, and a comparison of attendance records will measure learner's growth.

TITLE New Jersey Adult Reading Project CB-4

CONTACT Lynn Klem (609) 445-6211
Director, N.J.A.R.P.
Glassboro State College
Rt. 322, Triad Building B-Wing
Glassboro, New Jersey 08028

OBJECTIVES

Project Goals: To complete components of the Competency-Based Adult Reading Management System and to develop pilot program which will utilize the Competency-Based Adult Reading Management System. Objective 1: To complete Adult Competency/Reading Skills Assessment Process based on data obtained from field testers. Objective 2: To develop a series of Adult Functional word lists that are germane to student attainment of stated goals. Objective 3: Design of a student recordkeeping system indicating student goals, instructional activities, progress, attainment of goals, and student follow-up. Objective 4: Development of 20 pilot programs which will utilize the Competency Based Adult Management System. Objective 5: To provide technical assistance to the staff members of pilot programs.

DESCRIPTION

The Competency-Based Adult Management System is currently piloted in eight sites throughout the state. An evaluation design suggested by project evaluator (Research for Better Schools) is currently being implemented. Inservice training sessions are in progress on a statewide basis. Technical assistance is provided to all pilot programs.

FUNDING

$75,522 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Older adults, educational level - ABE--G.E.D., classroom teachers and administrators - program directors

PRODUCT

Materials developed by project: 1) Adult Interest Assessment Process, three processes to identify student interest; 2) Competency Assessment Tests, to determine students' abilities and reading skills needed for goal achievement; 3) Adult Reading Skills Array, list of reading and reading-related skills needed by adult learners; 4) ARIES-compendium of information for adult educators including materials listings, teacher techniques, publishers information, assessment materials, bibliographies; all materials are adult oriented competency-based; 5) Adult Functional Word Lists, each competency assessment test (2) has a corresponding list of words germane to that competency. These materials are appropriate for any adult education program that has a competency-based foundation. These products will support assessment, testing, instruction in Adult Education classrooms, resource centers or outreach programs.

EVALUATION

A pre-/post-test instrument was designed and given to all teachers involved with data collection of the N.J.A.R.P. This instrument measures teachers' knowledge of the Reading process, as well as knowledge of competency-based approaches and methodology.

Quasi-experimental/nonequivalent control group evaluation design is being used to assess project impact.

The N.J.A.R.P. is in the process of data collection, materials finalization and test validation.

TITLE LEAP (Learning Experiences for Adult Performance) CL-1

CONTACT Sara S. Kelley (205) 566-1850
Coordinator
Pike County Board of Education
109 East Church Street
Troy, Alabama 36081

OBJECTIVES

1. To continue to expand education opportunities for adults in the total community education program.
2. To continue to strive to enlist and involve all community members in the total K-12 school program.

DESCRIPTION

1. Community "town hall" meetings were held in each rural school community during the previous year. Programs provided opportunities for those present to share ideas, pose questions of concern, and express opinions.
2. Instructional periods were held when basic skills were discussed, and tips for mastery were demonstrated.
3. Professional expertise has been shared on topics such as drug problems, discipline, career opportunities, teenage pregnancy, preventive health care and motivation.
4. Workshops were held through the period for parents, teachers, secretaries and other community members. These included human relations, communication skills and more efficient techniques for utilizing basic skill instruction and enriching lives.

FUNDING

$13,500 August 1, 1981 - June 30, 1982

TARGET AUDIENCE

Older adults, educational level K-12, and all parents

PRODUCT

A handbook has been developed to assist teachers, parents, and other adults in working with the basic skills.

A parenting booklet has been developed and will be available on a limited basis on receipt of postage.

EVALUATION

1. A questionnaire was distributed at community meetings, and 35 adults responded that this was the first time they had attended their schools.
2. An outside evaluator reported that this was an outstanding experience and set the basis for extended growth in community-school partnership.

TITLE Operation IAE (Identify, Assist and Educate the Underprivileged in DeKalb, Jackson, and Marshall Counties) CL-2

CONTACT Carol Beddingfield (205) 845-0465
Director
Fort Payne City Board of Education
P.O. Box 777
Fort Payne, Alabama 35967

OBJECTIVES

This proposal will adhere to the guidelines set forth in the State Plan for the adult basic education program to meet the following objectives:

1. 100 percent of the clients served by the DeKalb, Jackson, and Marshall Counties Food Stamp Programs who wish to improve their educational competence will upgrade their competence by participating in academic courses appropriate to their needs as indicated by a survey circulated among the clients at the offices as measured by teacher-made tests and questionnaires.
2. Each client of the Food Stamp Offices who enrolls or requests academic services will be administered post-tests to determine the extent of his or her progress and for use as a referral tool.
3. Each enrollee in the program gained through the Food Stamp Offices in addition to academic learning will receive instruction on how to become a participating citizen in the community in which he lives.
4. Each client of the Food Stamp Offices who requests academic services will also be informed about health insurances, benefits of having a steady job, unemployment compensations, workers disability compensation, and employment offices.
5. Each enrollee will have much of his academic information channeled in the direction of everyday living in order to improve his survival skills.
6. The results of this project are to be compiled into a publication exemplifying counseling techniques and listing governmental agencies and other resources available to all learners.

DESCRIPTION

1. Each client who enters the Food Stamp Office will be given a brochure outlining the adult basic education program services. A questionnaire will also be given to each client which will give an indication of their academic concerns and grade attainment.
2. The client will be referred for employment, vocational training, additional academic training, and other servicing agencies for which his new level of competency has qualified him. These individuals who have obtained a twelfth grade competence level, as indicated by teacher-devised test, will be referred to a GED testing center in order to earn the high school equivalency certificate. Other individuals may be referred to rehabilitation centers, trade schools, and other agencies which require academic knowledge that these clients did not have previously.
3. Materials will be obtained from various public service agencies that will be beneficial to these underprivileged learners. Lesson plans

will be developed to make the learners more aware of services provided by these agencies and at the same time these lesson plans will teach an academic skill.

4. Surveys will be obtained from agencies. Personal interviews with these agencies will also provide more needed information to be shared with the learners. Qualifications for obtaining these services will be explained to the learners also.
5. Academic courses will be geared to everyday life experiences such as budgeting, filling out applications, seeking employment, obtaining help from available resources, etc.
6. A resource directory will be compiled from meeting the above objectives. Developed lesson plans will also be made available to all ABE teachers.

FUNDING

$14,500 August 1, 1981 - July 30, 1982

TARGET AUDIENCE

Educational level less than high school, rural residents, and women

PRODUCT

A public resource directory of all social service agencies in DeKalb, Jackson, and Marshall Counties is now being printed. This directory will be a valuable tool in counseling the adult learner. Awareness of services provided by these agencies will be most beneficial to the adult basic education teacher in order to refer learners to the proper agency for help.

The resource directory will be available March 1, 1982, at no charge. Order through Operation IAE, DeKalb County Board of Education,
P.O. Box 777, Fort Payne, Alabama 35967.

EVALUATION

To evaluate the results of the project, the following types of data will be collected:

1. A questionnaire will be administered to all clients by the teacher at the conclusion of the adult basic education class to determine progress. This survey will test knowledge of public service agencies.
2. A questionnaire will be administered to instructors by the project director offering to ascertain ways to improve the project.
3. Food Stamp Office clients who participate in adult basic education classes will be asked to respond to a one-year follow-up survey.
4. A special questionnaire circulated among the Food Stamp Office clients before and after the project will indicate any change in these clients' awareness of their need to be involved to a greater degree in education programs in the community.
5. Tallying teacher and recruited-learner opinions by the project director will indicate the adequacy of the program's instructional components, its in-service, and its community acceptance.
6. The follow-up to the survey conducted by the project director will indicate the degree to which each objective of the project is met.

TITLE Gadsden Adult Basic Education/Community Services CL-3

CONTACT Betty Jane Reaves (205) 546-4063
Community Education Coordinator
Gadsden City Board of Education
1517 Monte Vista Drive
Gadsden, Alabama 35901

OBJECTIVES

1. To coordinate and expand ABE and CE programs.
2. To provide new and improved education activities.
3. To expand and update ABE programs in conjunction with the community education concept.

DESCRIPTION

1. A community education coordinator has been employed.
2. An office has been established at Ann Cathey School.
3. A telephone with a CE listing has been installed.
4. A citizen's advisory council has been organized and is functioning.
5. A needs survey has been administered in the community.
6. The needs assessment has been tabulated and evaluated.
7. Instructors have been sought and identified. Some teachers have been engaged.
8. Key persons within agencies such as American Red Cross, Legal Services, Mental Health, Parks and Recreation, and Police Department have been contacted and brought into the ABE/CE program.
9. A list of ABE/CE programs has been publicized via brochure, newspaper and radio.
10. Based on community requests, classes in beginning bridge, microwave cooking, quilting, and sign language have been developed and added to existing classes in accounting, GED preparation and typing.
11. Additional classes and plans are in the developing stage.

FUNDING

$14,500 September 15, 1981 - May 15, 1982

TARGET AUDIENCE

Undereducated adults, urban residents, classroom teachers, volunteers, paraprofessionals, women, and unemployed

EVALUATION

The needs assessment will serve as the basis for one phase of evaluation, identifying community felt needs and expectations. A post utilization of a modified version on the assessment instrument will show the degree of satisfaction experienced by the participants in regard to these expressed needs and expectations. It will also be used to determine directions and expectations for the ABE/CE program to take.

Program participants will be given a part in the evaluation process through responding anonymously to a questionnaire/checklist.

A continued increase in enrollment in programs and services will indicate the degree to which the goals are being met. The number of participants who come back for continued or additional programs will provide statistical data for use in the area of evaluation.

TITLE A Bi-Community Approach to Adult and Community Education CL-4

CONTACT Billie S. Rains (205) 546-2821 ext. 236
Coordinator
Etowah County Board of Education
800 Forrest Avenue, Room 109
Gadsden, Alabama 35901

OBJECTIVES

1. To develop a coordinated program to encompass the Altoona-Walnut Grove area.
2. Prepare or upgrade competencies of community personnel to meet educational, industrial, recreational needs of an expanding isolated rural area to a semi-urban environment.
3. To coordinate the blending of Etowah Counties Community service agencies into a viable delivery system to these outlying districts.

DESCRIPTION

1. Establish a community education program with the existing ABE program in the Walnut Grove and Altoona area.
2. Locate and secure a place to have a program.
3. Develop a comprehensive basic education program (APL)
4. Utilize volunteers.

FUNDING

$13,000 July 1, 1981 - June 30, 1982

EVALUATION

Formative data will be gathered during the course/class and summative data at the conclusion of the course/class.

The formative process will be the instructor's primary responsibility while the summative process will be the community school coordinator's responsibility.

A formal questionnaire will be developed to solicit participants' feedback. This questionnaire will relate to the class content, instructor, and elicit recommendation for improving the course/class.

The evaluation process will provide a valuable feedback to the instructors for the improvement of their course offerings.

TITLE Developing and Expanding ABE in Conjunction with Community Education Concepts CL-5

CONTACT Wayne L. North (205) 774-4918
Director
Ozark City School System (Community Education Department)
P.O. Box 788
Ozark, Alabama 36360

OBJECTIVES

1. Infusing ABE classes with Community Education.
2. Sponsoring monthly informative and supportive workshops for older persons and their families and friends.
3. Increasing interagency coordination and cooperation.
4. Developing and implementing a sound Community Education system in the community.
5. Greater utilization and sharing of human talent and resources by sponsoring Ozark Community fairs and shows.

DESCRIPTION

This study of expanding ABE programs in conjunction with the Community Edu- cation concept was based on overall study of the community itself. The program and activities in this proposal are designed to meet the needs of the people housed in the Ozark community. It will become a reality because of many hard-working and dedicated individuals who want to see success in the community as well as in the program itself. It will also involve the many agencies within the local area who will help to make it a success by cooperating with the local school system.

FUNDING

$13,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Minority groups, older adults, rural residents, classroom teachers, volunteers, and paraprofessionals

TITLE Coordination of Literacy and ABE Efforts in Arkansas CL-6

CONTACT Mrs. Lela Tisdale (501) 751-8654
Project Director
Arkansas Literacy Councils, Inc.
1611 North Thompson
Springdale, Arkansas 72764

OBJECTIVES

This project is directed at finding ways of forming a linkage between Adult Basic Education (ABE) and Arkansas Literacy Councils, Inc. (ALC), so that each will know what the other is doing or can do; help eliminate misunderstandings and inefficiency; and save both ALC and ABE a great deal of redundancy. ALC is an affiliation of volunteer tutors who utilize the Laubach method of teaching to read and write. ALC believes it could provide assistance to ABE for the types of students listed in the attached Second Quarterly Report, Appendix I, Item C. This assistance by volunteer tutors could prove to be of financial benefit to ABE.

DESCRIPTION

Initially sent questionnaires to key persons at all ABE centers/programs throughout the state to determine if they had any knowledge of the Laubach method and/or if there was any contact between them and Laubach volunteer tutors in their area. Prepared suggested guidelines for ABE and volunteer tutors to follow whenever they coordinated their efforts (Second Quarterly Report, Appendix I). Located, by county, both active literacy councils and active volunteer tutors residing in counties where there were no formal literacy councils. A map showing, by county, the location of both ABE centers/programs and Laubach volunteer tutors was prepared (Second Quarterly Report, Appendix XII). In counties having both ABE and Laubach volunteer tutors, each was provided the name, address and telephone of the other, provides a copy of the guidelines, and requested to coordinate their efforts whenever possible. Currently, joint publicity is being devised to (1) make potential students aware of these educational options available to them, and (2) obtain qualified people for training as volunteer tutors.

FUNDING

$3,398 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Educational levels 1 through 5, classroom teachers, and volunteers

PRODUCT

To date this project has issued both its First Quarterly Report and Second Quarterly Report. Copies can be made available at a cost of $2.50 each to cover reproduction and postage. The Third Quarterly Report will be available by March 31, 1982, and the Fourth Quarterly Report will be available by June 30, 1982. It is anticipated they will also be available at a cost of $2.50 each.

EVALUATION

Toward the end of this project year a survey will be conducted to determine to what extent linkage has been established between ABE and volunteer tutors, and the number of students who benefited from such linkage.

TITLE It's OK To Get Smart With Us CL-7

CONTACT Liliane Parbot Johnson (904) 222-0070
Library Information Officer
Council for Florida Libraries
201 West Park Avenue, Suite 217
Tallahassee, Florida 32301

OBJECTIVES

1. Inform the public of adult education potential available to them through the use of public libraries.
2. Coordinate the resources available under the Adult Education Act and the Library Services and Construction Act to their mutual enhancement.

DESCRIPTION

The Council for Florida Libraries has delegated to its Library Information Office the provision of written scripts for the purpose of producing television and radio spot announcements informing the public of adult education opportunities available through public libraries. The Council then contracted with a commercial producer to do the actual production of the original film and tapes. Distribution to stations will be through a network of local libraries.

FUNDING

$15,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

All adults with the need for new information or skills

PRODUCT

Video and audio tapes will be developed to be used by television and radio stations. These will be of the spot announcement type. The purpose of the products will be outreach through means of providing public information about adult education opportunities.

Developed to date:
5 - television spot announcements
5 - radio spot announcements
Scripts for the above

To be produced:
Duplicate copies for distribution

EVALUATION

The spot announcements will be reviewed by local libraries as they are distributed. Their evaluations of the product will be requested. In addition, the local librarian will be asked to assess the degree of utilization of the materials by television and radio stations and the degree of public attention gained.

TITLE Project SUCCESS

CONTACT Ms. Sandy Kreisman (617) 267-6254
Project Director
The Cultural Education Collaborative
164 Newbury Street
Boston, Massachusetts 02116

OBJECTIVES

The objectives of Project SUCCESS are to:

1. Demonstrate how cultural resources can be used to enhance the teaching of basic skills educational curriculums.
2. To train staffs of cultural organizations and adult education centers to work together to develop programs for target populations.
3. For cultural institutions to develop Adult Basic Education programs as part of their educational outreach programs.
4. To form model partnerships and pilot programs between Adult Education Centers and cultural institutions

DESCRIPTION

The methodology which is used in implementing Project SUCCESS is based on the collaborative approach between two organizations. The adult learning center provides the target population and needs, while the cultural institu- tion's staff provides the resources, innovative methods and practices. A CEC staff member provides staff development training prior to the program's initiation, but after the partnerships have been determined. The three 2-hour staff training workshops involve the teaching of collaborative skills, communication skills, program design, documentation, evaluation and analysis of how educational goals for students could best benefit from cultural resources. These three workshops are broken into clusters and emphasize participatory activities. The first two workshops, "Beginning a Program" and "Managing a Program" discuss the collaborative process, role-fulfillment, educational plan for the classroom and logistical arrangements, such as scheduling, budgets, transportation, preferred class size, internal and external factors that could impact on the program. The teaching approach used in the 10-week program is team-teaching by the ABE classroom teacher and an education staff member from the cultural organization. Together they carefully design each session to include cultural resources which will enhance the desired learning objective. Over the program period, each of the two partnerships will address the educational needs of the ABE classroom at the cultural facility and use its staff expertise/resources to evolve a final product such as a handbook of activities, a scripted play, a short story, etc. The final staff workshop will be conducted closer to the end of the two-month actual program and will explore future plans, as well as the evaluation of the partnerships. Also discussed will be how to obtain funding at the community level for continuation of special projects. The project director is available as a staff/program developer, consultant and facilitator for problem-solving.

FUNDING

$12,300 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Mixed minority ethnic groups, intermediate educational level, adults with limited English language skills, classroom teachers, and ABE Supervisors and Cultural Supervisors

PRODUCT

At the close of the project, one partnership will have a handbook of educational activities, games and exercises which can be conducted in an art museum environment that can complement the teaching of an advanced or intermediate ESL class. This will benefit the learning center's instructors as well as the community museum who will have an educational program to serve a targeted population which in the past has not visited their facility. In the second partnership, the final product will be a scripted historical play, written and presented by the ABE classroom with the assistance of a community theatre group. The class will participate in all facets of production, although the program concentrates on reading, writing, communication and research skills. Students will also keep personal journals documenting their experiences throughout the partnership.

All documented materials will be available in June, and materials will be presented and disseminated at that time to the community education network throughout the state.

EVALUATION

The evaluation plan for Project SUCCESS takes into consideration qualitative as well as quantitative data. Based on an evaluation methodology developed by professionals at Lesley College's Evaluation and Research Group, each partnership will form a matrix of educational outcomes desired as they relate to performance, feedback and individual growth. This methodology was developed as a result of the many cultural educational programs implemented in Boston's public schools which required objective outside evaluation. A variety of instruments are used to measure a program's effectiveness: interviews with students and staff; classroom work; informal discussions; final projects and third-party observations at appointed times throughout the program cycle. Social skills are also to be considered, such as students' interaction, individual participation, communication skills, consistency in attendance, individual growth and confidence in their newly acquired skills.

TITLE Regional Workshop Training in Establishing Linkage and Awareness Strategies for Adult Basic Education CL-9

CONTACT Dr. Mark C. Nagy (215) 284-8009
Superintendent
William Penn School District
P.O. Box 405
Yeadon, PA 19050

OBJECTIVES

The major objectives include dissemination of processes and programs resulting from linkages of community-based programs, literacy councils, churches, human service programs, business, industry, labor, etc., with the district's ABE program; sharing of techniques and methods used in planning and participating in an adult awareness seminar; and sharing of ABE strategies and linkages and information in a meeting of regional directors of ABE programs of a five-county area.

DESCRIPTION

The workshop sessions included a multi-media presentation featuring a slide tape presentation of the successful district model. The process of development and the final products were reviewed with emphasis upon making the most of community involvement through expansion and outreach linkages. District packets were distributed which included informational brochures, publicity posters, and communications which contributed to the success of this project. Additional audio-visual methods, such as films, slides, and tapes, were also utilized to demonstrate the success of Project Linkage and other district ABE activities. One of the highlights of the sessions was the slide presentation of Project Linkage that had been developed for extensive use for Cable TV and for presentations before community groups. Included in the distribution of materials were several hundred copies of "Community Education Expansion and Outreach Linkages: Impact on Adult Education" that Dr. Nagy, the key presenter, obtained from Shippensburg State College. Chapter 2 of this compendium is a complete analysis of linkages and was co-authored by Mildred-Lee Greenwood, President of the William Penn Board of School Directors, and Dr. Mark C. Nagy, Superintendent of the William Penn School District. Formal presentations were featured along with the inclusion of time for questions and answers. The process of development was stressed with particular regard to the role of community networks or linkages as they relate to ABE.

FUNDING

$1,929 September 1, 1981 - November 30, 1981

TARGET AUDIENCE

Other adult basic education administrators, counselors, and teachers

PRODUCT

Copies of the Regional Workshop Training in Establishing Linkage and Awareness Strategies for Adult Basic Education report have been forwarded to ERIC, RISE, ADELL, and Project AdvancE, Millersville, PA.

EVALUATION

The Pennsylvania Department of Education prepared evaluation forms used during these six regional training sessions. The evaluations were overwhelmingly positive and provided feedback on content, structure, and outcome with a section reserved for general comments. In response to constructive suggestions, appropriate modifications were made by the presenter.

TITLE Project CLASP: Community Linkages Aimed at Special Populations CL-10

CONTACT Carol Goertzel (215) 426-8610
Director
Lutheran Settlement House Women's Program
1546 Frankford Avenue
Philadelphia, Pennsylvania 19125

OBJECTIVES

1. To identify themes relating to daily survival needs of Hispanic women.
2. To provide ABE (Adult Basic Education)/GED (High School Equivalency) programs in Kensington with methods to use in their classes that will encourage students of all races to analyze and write about these issues.
3. To revise curriculum materials currently used in Adult Basic Education classes in Kengsington to reflect themes in the lives of minority women, particularly Hispanic women.
4. To disseminate a methodology for linkages and curriculum development for special populations.

DESCRIPTION

Themes were identified by interviewing representatives from community organizations. Codifications (stories, poems, or illustrations) were developed based on these themes. Four of these codifications were presented at two inservice training sessions for teachers.

The codifications were used in five classes and new material was generated by students. This material is being incorporated into the existing curriculum manual, Women in the Community.

A 25-page description of the methodology and sample curriculum is being written and distributed to Adult Education Programs.

FUNDING

$17,084 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Minority ethnic group - Hispanic, educational level - 5th-8th grade reading level, and women

PRODUCT

Two products will result from this project. The first is a curriculum manual which will contain 10 codifications (stories, poems which illustrate conflicts, and themes within the lives of Hispanic women) and language exercises for students reading between a 5th and 8th grade level. This material will be usable in Hispanic, and mixed (black, white and Hispanic) classes by students who read between a 5th and 8th grade level.

The second product will be a 25-page description of the general methodology so that other programs will be able to develop curriculum materials for other special populations.

Curriculum Manuals	Reading Level	Cost
Parenting	4-6	$7.50
Unemployment	5+	7.50
Education	5+	7.50
Women's Health	5+	7.50
Building Reading Skills What Makes You Healthy	4-6	7.50
Methodology		7.50 (available 9/82)
Hispanic Concerns	5+	7.50 (available 9/82)

EVALUATION

The evaluation will be both formative and summative. The formative evaluation will be conducted by project staff and is designed to ensure an effective process and useful product. The first part of the formative evaluation will impart utility of codifications. The themes and codifications will be reviewed with teachers and organizations to ascertain their usefulness in Hispanic and non-Hispanic settings. Materials will be tested in a pilot class. After inservice trainings, teachers will be interviewed to determine the usefulness of various exercises for generating student materials.

The summative evaluation will be based on interviews and questionnaires from teachers, students, and community organization. It will determine the degree to which linkages have been successful in developing new materials which contain multi-cultural content and the degree to which students, teachers and community organizations have been involved in the process of curriculum development.

TITLE Rural Resources CL-11

CONTACT Kathy Novak (215) 678-3600
Director
K. N. Associates
72 Cheltenham Drive
Wyommising Hills, PA 19610

OBJECTIVES

1. To identify model linkage strategies between ABE/job training and/or placement services targeted to rural Americans.
2. To describe possible model linkages in a quide format.
3. To disseminate a guidebook called Rural Resources and Advance.

DESCRIPTION

1. Conduct national search through surveys and literature review to identify rural resources which have been successfully utilized.
2. Describe resources in a guidebook format.

FUNDING

$4,900 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Rural residents

PRODUCT

A handbook describing successful linkage strategies for delivery services to rural Americans. The handbook can be a resource tool for program planners and contains the following sections:

1. Key Linkage Strategies
2. Rural Marketing Strategies
3. Rural Delivery Strategies
4. Rural Support Services

Handbook will be available from AdvancE after June 30, 1982 and from K. N. Associates on a cost recovery basis = $12.00.

EVALUATION

Potential effectiveness will be rated by two third-party evaluators knowledgeable of linkage strategies.

TITLE Project BALLAST (Building Adult Learning Linkages and Stabilizing Ties) CL-12

CONTACT
Susan K. Allan (412) 463-8578
Coordinator of Adult Services
ARIN Adult Learning Center
220 N. Fifth Street
Indiana, Pennsylvania 15701

OBJECTIVES

1. Implement linkage programs between the ARIN ADult Learning Center and local businesses, industries, and human service organizations.
2. Encourage private sector support for adult basic education by demonstrating the viability of linkages for training, referral, and counseling services.
3. Build stability into the linkage process through a system of communication, feedback, and staff familiarization techniques.
4. Increase general public awareness of adult basic education opportunities and the ARIN Adult Learning Center through publicity surrounding linkage program implementations.

DESCRIPTION

Utilizing the directory of local businesses, industries, civic groups, and human service organizations compiled by the ARIN Adult Learning Center's linkage/outreach model (Project BAIL-OUT, 1980-81), specific key contacts have been followed up to determine appropriate linkage implementations. Linkages applicable for training programs (clerical), referral systems, and counseling services have been planned, developed, and, in six cases, implementation has begun. A shared workshop program description and syllabus have been prepared and the workshop should begin in March for ten hours of instruction (5 weeks - 2 hours per week).

Hopefully, two on-site classroom programs will be developed with local businesses and/or industries. In reaching agreements with these businesses and industries, it will be necessary to discuss the current competencies expected in the labor pool, changing job requirements to meet new technologies, and problems confronted on the job. Company benefits should include increased efficiency, improved worker morale and loyalty, and less job turnover. Unfortunately the unemployment rate is at ~~a~~ level that replacement of unskilled workers is viewed as being easier than training those already hired.

Descriptive surveys will be developed to evaluate the success of the linkages established throughout the year.

FUNDING
$3,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE
Business, industry, agencies

PRODUCT
A final report detailing implementation procedures and systemization of the linkage process will be sent to Project AdvancE, Reading Area Community College, to the Adult Resource Center at Indiana University of Pennsylvania, and to the ERIC Clearinghouse on Adult, Career, and Vocational Education.

EVALUATION
The linkage system has become a two-way process. Alumni and current students have made employment contacts through these linkages. By providing information to businesses, industries, and agencies, public awareness of our ABE/GED programs has increased referrals and participation. Budget revisions eliminated the position of publicity coordinator, so personal and phone contacts to business and industry have been limited. Orientation packages with updated program information will be distributed to key contact persons who have shown a commitment to adult education. The Coordinator of Adult Services will serve as project director.

TITLE CABLE (Comprehensive Adult Basic Literacy Education) CL-13

CONTACT Patricia Jacques (803) 796-4708
Literacy Coordinator
Lexington School District Two
Adult and Community Education
715 Ninth Street
West Columbia, South Carolina 29169

OBJECTIVES

1. A complete package of programming for literacy and continuing education in Lexington School District Two (Literacy Campaign, staff development, sequential materials, counseling and programs) to be consolidated into a pamphlet which will be exportable by July 1982. Also a live model class is opened to interested LEAs.
2. We instituted a cross-district literacy program and adult awareness campaign including program coordination.
3. We are now operating a model basic education lab to test counseling and teaching techniques.
4. A Greater Lexington County Basic Education Steering Committee was established.
5. A Lexington County Literacy Association was created.

DESCRIPTION

1. We have current staff development with adult education teachers by facilitator and consultants.
2. We are currently holding awareness workshops with principals and guidance counselors.
3. We have established a county adult-community steering committee to plan long-range, major objectives.
4. We are taking the program to the people by way of:
    a. Churches
    b. DSS
    c. Civic organizations
    d. Health Department
    e. Clubs
    f. Media
    g. Grocery ads
    h. Newcomers coupons
    i. Pay envelopes
5. Two model literacy-pre-GED labs have been established combining the Literacy and Adult Education efforts.

FUNDING

$16,956 July 1, 1981 - July 31, 1982

TARGET AUDIENCE

Minority groups (refugees and blacks), handicapped (help DSS, Department of Vocational Rehabilitation to service people), non-readers and basic levels, health and correctional institutionalized, and adults with limited English language skills

PRODUCT

1. A report on:
   a. The number of literacy students recruited
   b. The number of literacy students who enrolled in adult education
   c. The number of students fed into the adult education program as a result of the literacy program
2. A resource of materials to be used with the literacy/basic students that have been field tested. This will be available to the public as of July 1982.

TITLE PEERS COR-1

CONTACT Judy R. Cain (318) 925-9552
CCI
Caddo Parish School Board
Rt. 2, Box 66
Keithville, LA 71047

OBJECTIVES

The purpose of the project is two-fold. It is designed to train inmate tutors in developing skills necessary to teach other inmates who are classified as non- and low-level readers. The plan also intends to show a significant increase in general knowledge and content of skills for the undereducated inmate. Specific objectives of the project are:

1. After having participated in a minimum of 16 hours of training, the inmate tutor will demonstrate
   a. Knowledge and understanding of a basic philosophy in teaching undereducated adults
   b. Ability to identify specific learner characteristics of the undereducated adult
   c. Skill in developing effective interpersonal relationships with adult learners
   d. Recognition of factors inhibiting learning ability
   e. Ability in teaching specific developmental skills to an adult student.

2. After approximately six months of tutoring, the inmate tutoree will demonstrate:
   a. Awareness and development of a positive attitude toward learning
   b. Increase in self-confidence needed to show progress in learning
   c. Recognition of achievement of personal goals
   d. Significant improvement in specific reading, writing, and computation skills necessary to assist in coping with re-entry into society.

DESCRIPTION

1. Awareness phase - includes disseminating information about the tutorial program.
2. Training phase - identified tutors will participate in a minimum of 16 hours of training sessions.
3. Recruitment phase - identify inmates who will benefit most from peer tutoring.
4. Application phase - trained inmate tutors will work with their students on a one-to-one basis.
5. Evaluation phase - evaluation of student performance results through use of observation and tests correlating to instructional material.

FUNDING

$8,062 October 1, 1981 - September 30, 1982

TARGET AUDIENCE

Inmates of correctional institutions and volunteers

EVALUATION

Evaluation of student performance results will be ongoing, through use of observation and tests correlating to instructional material. In addition, a formal evaluation will be made at the completion of tutorial sessions and will include both the tutors and tutorees. Careful records of progress and charts will be kept on both groups of subjects. Both objective and subjective methods for evaluating will be employed. Information and results from all evaluation procedures will be compiled and included in the final report.

TITLE Project New Life COR-2

CONTACT Anthony M. Cotoia (617) 927-4850
Dean of Continuing Education and Community Services
North Shore Community College
3 Essex Street
Beverly, Massachusetts 01915

OBJECTIVES

1. To increase the educational levels of inmates.
2. To increase the number of inmates who complete GEDs.
3. To increase the educational levels of inmates with Chapter 766 special needs or ESL needs.
4. To increase the rate at which released inmates attain employment or acceptance into job training.

DESCRIPTION

Inmates are referred to educational programs during initial interviewing process. The classroom provides small group and individual tutoring by qualified teachers, community volunteers, students and inmates. To provide a multi-sensory approach a video tape machine is used with some inmates. Materials include GED preparation workbooks, video tape cassettes for GED, Basic Skills training workbooks. Machine shop classes are offered to qualifying inmates with job placement assistance when released.

FUNDING

$11,030 October 1, 1981 - September 30, 1982

TARGET AUDIENCE

Educational level 1st grade to 12+, urban residents, correctional institutionalized, and adults with limited English language skills

EVALUATION

The effectiveness of this program is measured by recording the educational level of inmates when admitted to program and again upon release. Statistics are also maintained giving number of inmates referred to community programs, job training and job placement. Also, records are kept on the number of inmates who complete GED requirements while incarcerated. Reports are given on progress made by inmates attending ESL classes and those referred for further instruction when released. The effectiveness of our machine shop training will be measured by the number of inmates being placed in jobs.

TITLE Jail Special Needs Program COR-3

CONTACT William R. Toller (413) 781-1560
Director of Education
Hampden County House of Correction
79 York Street
Springfield, Massachusetts 01105

OBJECTIVES

1. At least 200 clients without a high school diploma will be provided educational services during the program year.
2. At least 50 clients will continue their educational programs at adult learning centers upon their release from jail.
3. The Adult Education Coordinator will ensure that coordination and collaboration exist between jail programs and community programs.
4. The program's Advisory Council will assist in promoting program objectives and community acceptance.

DESCRIPTION

Classes in Adult Basic Education and GED preparation are held two hours per day, five days per week for a total of 80 students. Classes consist of small group and individualized instruction. The Test of Adult Basic Education (TABE) is used as an initial assessment instrument. High interest, low vocabulary materials published by Janus, Cambridge, McGraw-Hill are utilized. Life-coping skills are emphasized for the functionally illiterate student.

FUNDING

$13,033 September 1, 1981 - August 31, 1982

TARGET AUDIENCE

Correctional institutionalized

PRODUCT

A life-coping skills curriculum for the functionally illiterate is currently being developed. This curriculum is specifically designed for correctional institutions.

Life-coping curricula will be available in March 1982. No cost has been determined at this time.

EVALUATION

Self-evaluations are conducted by both students and staff; each student who completes or leaves the program completes an evaluation form. Data is collected on total served, GED graduates, and the number of students who continue their studies at adult learning centers.

TITLE Special Project: County Houses of Correction

CONTACT Dr. Raul Artigas (617) 947-3240
Education Specialist
Massachusetts Department of Education
Southeast Regional Center
P.O. Box 29
Middleboro, Massachusetts 02346

OBJECTIVES

The Department of Education, through coordinated management of federal funds, is promoting a flexible and multi-faceted program to offer a continuum of educational services for younger and older adults incarcerated in 13 county correctional institutions, including direct instructional services and liaison functions with community programs. This project will provide:

1. Adult Basic Education (including GED and ESL instruction)
2. Special Education Services for inmates eligible for these services under Chapter 766.

DESCRIPTION

A critical aspect of these model programs is collaboration between county houses of correction and community-based providers (adult learning centers, community schools, community-based organizations). A consolidated application is required which includes the participation of a county correctional facility (or facilities) and a community-based adult education agency.

Liaison or linkage activities may include:

1. Follow-up of inmates returning to the community.
2. Coordination of other support services in the community.
3. Counseling to aid participants in defining educational objectives.

FUNDING

$124,279 (P.L. 95-561) September 1, 1981 - August 31, 1982

TARGET AUDIENCE

Correctional institutionalized

PRODUCT

Special curricula, instructional materials, methods and teaching practices are being developed and used at this time. Only a careful evaluation will indicate those which have been more successful and deserve to be replicated in similar teaching environments.

EVALUATION

An evaluation of the model programs as a whole will be conducted by a team of individuals representing each of the advisory councils, the Division of Special Education, the Bureau of Community Education and Adult Services, the Human Services Directors Association of the County Houses of Correction, and the Committee on Criminal Justice.

Individual programs are responsible for conducting an internal evaluation based upon the program's priorities and objectives and for submitting both a fiscal report and a summative evaluation to the Department of Education no later than 30 days after the expiration of the grant.

TITLE Berkshire ABE/SPED Project COR-5

CONTACT William D. O'Leary (413) 499-0220
President
Berkshire Correctional Services, Inc.
Pittsfield, Massachusetts 01201

OBJECTIVES

1. To offer ABE and GED testing services to 100 percent of the eligible offender population residing in the House of Correction.
2. To offer educational counseling to 100 percent of the eligible population residing in the House of Correction.
3. To have 60 percent of the eligible population participate in educational programs during their confinement in the House of Correction, and to have program clients continue at the Pittsfield Adult Learning Center.
4. To develop individual service plans coordinated with House of Corrections Human Services providers by having weekly case conferences on program participants.
5. To have the average client progress at least one grade level in 40 hours of instruction.

DESCRIPTION

Individualized and small group classes are offered in the areas of reading, language, mathematics, GED preparation, and life-coping skills. Classes are held daily and two evenings a week. The Tests of Adult Basic Education and the Wide Range Achievement Test are used for academic assessments. GED testing is available through Berkshire Community College, and tests are given approximately every three months. Two staff members attended a fall workshop on the use of the London Procedure. The education coordinator and/or appropriate staff member attend all Department of Education meetings and conferences.

FUNDING

$8,763 September 1, 1981 - August 31, 1982

TARGET AUDIENCE

Correctional institutionalized, women

PRODUCT

Although no specific products/practices are required, curriculum development is an on-going project as new needs arise with our inmate population. A number of teacher-developed worksheets, job readiness materials, and spelling units are in use and available for evaluation by any on-site monitors.

Tape recordings of certain program materials are now available for our non-reader population. Tapes were and are being done on a volunteer basis by inmates screened for this purpose by education staff.

EVALUATION

Since the skills within each area of instruction are in a hierarchy, one skill to be mastered before the next one is begun, the curriculum is competency-based, and therefore self-evaluating. Monthly progress reports are kept on each student, and TABE or WRAT re-testing is done where appropriate. Follow-up data is kept on those students who continue their academic work upon release at the Pittsfield Adult Learning Center. All objectives are measured by intake records, individual service plans, educational records and reports, and by program statistics.

TITLE Auburn - External Diploma Program COR-6

CONTACT John Nuttall (518) 457-8142
Assistant Director of Education
New York State Dept. of Correctional Services
State Campus, Bldg. #2,
Albany, New York 12226

OBJECTIVES

1. Provide 40 inmates with the New York State External High School Diploma.
2. Develop plan for the institutionalization of this program at the Auburn Correctional Facility with state purpose funds.
3. Investigate and make recommendations regarding the possibility of expanding the program to other facilities in the system.

DESCRIPTION

See above.

FUNDING

$13,662 September 1, 1981 - June 30, 1982

TARGET AUDIENCE

Correctional institutionalized

EVALUATION

1. Time sheets will be available for each staff member indicating dates and times worked during the project period; and individual folders containing all the necessary information relative to inmate participation, progress and program completion will be available in the project office at Auburn.
2. Relevant demographic, program participation and follow-up data will be collected for each applicant to the program, kept on file, and analyzed at the end of the project period.
3. A needs assessment will be completed and kept on file in the Assistant Director of Education's office.

TITLE Lifelines COR-7

CONTACT Kathy Novak (215) 678-3600
Director
K. N. Associates
72 Chelterham, Wyomissing Hills, PA 19610

OBJECTIVES

1. To survey Berks County agencies to identify those services of possible benefit to probationers striving for self-sufficiency.
2. To prepare a guide to education and life success resources in Berks County appropriate for inmates in transition.
3. To conduct a training session for Berks County adult probation officers on the use of the guide.
4. To disseminate a guide for ex-offenders to probation officers in Berks Country and to AdvancE.

DESCRIPTION

1. Survey human resource agencies in Berks Country to determine which services are offered that may be of benefit to ex-offenders.
2. Compile a guide called "Lifelines" which describes resources promoting self-sufficiency.
3. Disseminate guide to Probation Office and to AdvancE.

FUNDING

$4,900 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Inmates of correctional institutions and ex-offenders

PRODUCT

The project will develop a guide to education and life success support networks in Berks County. The guide will help ex-offenders become aware of special services of available agencies in Berks County with an emphasis on the services promoting a self-sufficiency and "take charge of your own life" theme. Specific areas included are vocational, social, health and educational needs of the individual. The type of educational service supported is outreach programs.

Guide called "Lifelines" will be available through AdvancE after June 30, 1982.

EVALUATION

Field testing of guide will occur by having two probation officers utilise the guide for several days and completing an evaluation form.

TITLE Adult Basic Literacy Skills Method in a Correctional Setting COR-8

CONTACT Milton F. Morozowich
Field Liaison Coordinator
Correction Education Division
S.R.F.-Mercer R.D. 6747
Mercer, PA 16137

OBJECTIVES

1. The participants of the workshop will be oriented to the use of the Laubach method of teaching reading.
2. The participants of the workshop will be able to prepare both general and specific lesson plans.

DESCRIPTION

The Adult Basic Literacy skills workshop was held at the 10th Annual PA Curriculum Conference, held at Shippensburg State. The presenters used oral and media presentations, as well as individual hands-on presentations using the Laubach method.

FUNDING

$2,994 July 1, 1981 - August 15, 1982

TARGET AUDIENCE

Inmates of correctional institutions

EVALUATION

Evaluation was an internal process. The presenters observed and evaluated the effectiveness of the presentations, as well as evaluating the students' progress. The participants completed an evaluation form and an action plan.

TITLE Identifying and Teaching to Modality Strength in Correction Education COR-9

CONTACT Donald M. Bender
Correction Education Specialist
Division of Correction Education
PA Deptment of Education
333 Market Street
Harrisburg, PA 17109

OBJECTIVES

1. The main objective of this project is to prepare correctional educators to identify and teach to modality strengths.
2. The participants will be able to identify an individual's modality strength(s) by means of the Slossing-Barbe Modality Index.
3. The participants will be able to identify observable characteristics of visual, auditory and kinesthetic learners.
4. The participants will be able to use techniques for effective instruction of visual auditory and kinesthetic learners.

DESCRIPTION

The project will take the form of a workshop, with the presenter(s) providing instruction in identifying modality strengths as well as in appropriate teaching techniques for each modality. Since kinesthetic learners have a higher drop-out rate, and therefore may comprise a large segment of incarcerated adults, emphasis will be placed on teaching techniques aimed at learners of this modality type. Much of the workshop will be spent on hand-on activities. This includes taking the Slossing-Barbe Modality Index, completing a checklist of observable modality characteristics on other participants. A bibliography of learning styles material will be compiled. A survey of inmates' learning preferences will be conducted during the school year.

FUNDING

$3,865 July 1, 1981 - March 30, 1982

TARGET AUDIENCE

Inmates of correctional institutions, other curriculum specialists

EVALUATION

A learning style inventory was administered to approximately 50 inmates.

TITLE Educational Planning for Pre-Release Inmates of the Texas Department of Corrections COR-10

CONTACT Stanley M. Jobe (713) 291-5185
APL Assessor
Texas Department of Corrections
Windham School System
P.O. Box 40
Huntsville, Texas 77340

OBJECTIVES

To identify soon-to-be-released inmates and prepare them for mainstreaming back into society by developing an educational plan and assisting with locating free-world educational opportunities.

DESCRIPTION

The computer printout was used to identify 2,429 inmates with discharge time of 6 months or less. Of these, 262 do not have a GED and are eligible for GED testing. Also, 278 were identified as potential high school diploma candidates. Each prison unit school principal received a list identifying these inmates and their special program needs. The principal then administers to the inmates' needs on the unit level. Additionally, each inmate involved in this special program will receive materials designed to help him or her continue his or her educational program in the county to which he or she will be discharged.

FUNDING

$48,600 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

All educational levels, correctional institutionalized, and administrators (principals)

PRODUCT

Any eligible identified inmate who so desires may participate in developing an individual educational plan and the continuation of this plan upon discharge.

A statewide list of educational opportunities, listed by counties and cities, will be available for the inmates' use.

EVALUATION

1. Techniques, methods, and instruments for determining the effectiveness, impact, and changes resulting from this project:
    a. Pre and post-test results
    b. Teacher evaluation of assignments
    c. Follow-up questionnaire
    d. Number of inmates served
    e. Completion of objectives
2. Completion of GED and/or high school diploma will be measured.
3. Any identified inmate is eligible at any state correctional unit operated by the Texas Department of Corrections if the inmate so desires the opportunity.
4. No evaluation results available at this time.

TITLE Project ACCESS, Illinois Region III Adult Education Service Center D-1

CONTACT Mary Helen Davidson (217) 525-3249
Coordinator
Springfield School District 186
Springfield, Illinois 62704

OBJECTIVES

To provide services in the areas of staff and curriculum development, materials evaluation and selection, and regional communication.

DESCRIPTION

Program visitation, planning and conducting workshop activities around the identified needs of regional adult education practitioners; responding to individual service requests; information sharing, professional and classroom materials updating, publishing a regional newsletter four times during the year, maintaining a limited lending library of professional, classroom materials, i.e., ABE, GED and APL.

FUNDING

$61,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers, ABE/GED program administrators, counselors, volunteers, and paraprofessionals

PRODUCT

Teacher's Handbook: "Classroom Activities for Self-Esteem Enhancement." This handbook is to assist teachers in efforts to incorporate a self-esteem component into the established ABE/GED curriculum.

TITLE Dissemination Network for Adult Educators

CONTACT Jane Zinner (408) 248-0186
DNAE
1840 Benton St.
Santa Clara, CA 95050

OBJECTIVES

1) To identify exemplary educational strategies and/or products relevant to the field of Adult Education.
2) To aid in dissemination and adoption of the above.
3) To identify and disseminate information regarding copyrighted material relevant to Adult Education.
4) To compile a Human Resources Manual of consultants in AE.

FUNDING

$200,000. July, 1981 - June, 1982

TARGET AUDIENCE

All AE Personnel

EVALUATION

Project will assess workshop effectiveness and the degree of dissemination and adoption.

TITLE Region IX Adult Education Consortium

CONTACT Robert W. Heath (808) 946-6339
Director
Nomos Institute
Honolulu, Hawaii 96826

OBJECTIVES

1) Prepare and distribute a quarterly newsletter for the Consortium.
2) Administer and disburse funds for staff development travel.

DESCRIPTION

Nomos prepared four issues of the newsletter, Adult Education Newsline for Region IX. The newsletter has included news notes from Consortium members, abstracts of publications in adult education, ERIC abstracts, a calendar of events, and articles of interest to adult educators.

Nomos provided administrative services for travel to staff development activities. Nomos provided advances and reimbursements for travel to the staff development activities.

FUNDING

$30,824. July, 1981 - June, 1982 (California)

TARGET AUDIENCE

Classroom Teachers; Administrators; Counselors; Volunteers; and Paraprofessionals

PRODUCT

Nomos produced four issues of the Adult Education Newsline for Region IX, a six-page newsletter. The newsletter was distributed by Region IX Consortium members to adult educators within their state or territory. A total of 500 copies of each issue was published. A limited number of copies of back issues is available.

EVALUATION

In meetings of the Consortium, members reviewed and evaluated services provided by Nomos Institute.

TITLE Illinois Region IV Adult Education Service Center D-2

CONTACT Jeanette Holmberg (217) 384-3633
Coordinator
Urbana Public School District #116
1776 E. Washington
Urbana, Illinois 61801

OBJECTIVES

1. To determine the needs of adult educators via continuous needs assessment.
2. To provide services to adult educators relative to assessed needs.

DESCRIPTION

Continuous needs assessment is conducted by means of an annual mail survey of the target population, advisory committee meetings, individual and group consultation. Needed assessment instruments are developed on the basis of advisory committee recommendations. The advisory committee is comprised of adult basic education teachers and administrators and representatives of social service agencies. Professional development opportunities offered include: local, area, and regional workshops and training programs developed in cooperation with adult basic education programs; bi-monthly newsletters; information on materials available; telephone and on-site consultative service.

FUNDING

$56,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers, ABE administrators, counselors, volunteers, and paraprofessionals

PRODUCT

Bi-monthly newsletters

EVALUATION

Evaluation by users of services; self-evaluation.

TITLE Adult Education Service Center - Region II D-3

CONTACT Dr. Phyllis M. Cunningham (815) 753-1448
Project Director
Department of Leadership and Educational Policy Studies
101 Gabel Hall, Northern Illinois University
DeKalb, Illinois 60115

OBJECTIVES

Project designed to provide:

1. Staff development primarily to over 800 full and part-time instructors and administrators in Adult Education through workshops, conferences, graduate courses and special programs.
2. Materials and curriculum specialists who can consult with practitioners.
3. A dissemination system (i.e., tri-monthly newsletters, exhibits, administrative councils, ERIC computer searches).
4. Coordination of local staff development and Adult Education graduate courses and programs.
5. A circulation collection of over 6,000 materials available for 1-month loan including ABE, GED, ESL and constitution instructional material plus 23,345 materials for use on campus in our Center, also placement, diagnostic and achievement tests.

DESCRIPTION

1. Conducted 22 intensive teacher training sessions on-site for individual programs. Sessions were three to six hours in length and had follow-up procedures for evaluation.
2. Conducted four regional workshops to meet identified needs; disseminated information regarding workshops and graduate courses in ACE.
3. Conducted four regional Advisory Council meetings; published four newsletters; implemented system for monthly on-site contact with local program personnel.
4. Published and disseminated bibliographies of audiovisual and print materials to be used by local programs; conducted weekly displays of exemplary materials available to local programs.

FUNDING

$61,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers, administrators, counselors, volunteers, and paraprofessionals

PRODUCT

A product for staff in-service is being developed.

TITLE Region V Adult Education Service Center D-4

CONTACT Charles E. Greer (618) 453-2891
Coordinator
Southern Illinois University at Carbondale
Department of Educational Leadership
Carbondale, Illinois 62901

OBJECTIVES

Staff development for Illinois State Board of Education Region V adult educators.

DESCRIPTION

Workshops (regional, area, cooperative and local), newsletters, consultation, demonstration, and publication of related materials.

FUNDING

$61,940 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers, administrators, counselors, volunteers, and paraprofessionals

PRODUCT

The Service Center serves as a resource center for Region V adult educators. It produces for distribution in Region V of the State of Illinois such professional development materials as are needed for workshops and individual efforts at professional growth. No materials are produced for national dissemination.

EVALUATION

Project is evaluated internally, and by the Illinois State Board of Education Adult and Continuing staff.

TITLE Region I Adult Education Service Center D-5

CONTACT Ronald Cervero (312) 924-0743
Associate Director
Northern Illinois University
3901 South State Street
Chicago, Illinois 60609

OBJECTIVES

1. Provide intensive training workshops in order to effect changes in the performance of literacy teachers.
2. Provide a forum for the discussion of issues affecting the field of adult and continuing education.
3. Disseminate new products, practices, and information about adult education to Region I adult educators.

DESCRIPTION

The major methodology is our intensive workshop series. We also conduct numerous on-site and telephone consultations and 1-day workshops. We offer a 2-day annual fall regional conference for about 300 adult educators. Finally, we publish four newsletters yearly that are distributed to a 300-name mailing list.

FUNDING

$96,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers, administrators, counselors, volunteers, and paraprofessionals

PRODUCT

We will be publishing a pre-service manual which is designed to orient new teachers to the adult education field.

This year we have published a handbook on how to evaluate materials for the ABE/GED classroom. It is titled "A Closer Look at Books: A Self-Instructive Guide to Evaluating ABE Materials" and is written by Mary Charuhas.

EVALUATION

1. We conduct evaluations at the end of our workshops. Additionally, for our intensive workshops we conduct follow-up telephone and mail survey to determine whether the workshops effected changes in classroom performance.
2. Our Advisory Council meets four times a year, and part of its role is to provide input to and evaluate our work.

TITLE Adult Education Resource Center

CONTACT Sondra M. Cox (219) 762-8858
Project Director
Portage Township Schools
2240 Crisman Road
Portage, Indiana 46368

OBJECTIVES

1. Dissemination of information on Special Projects to ABE staff members and related agency personnel in northern Indiana.
2. Training of personnel in the use of selected Special Projects.
3. Adoption of Special Projects by ABE and related agency personnel in northern Indiana.
4. Generalized training and education of ABE personnel in northern Indiana through courses and workshops on relevant topics as determined by a committee of practicing teachers and paraprofessionals.

DESCRIPTION

The Adult Education Resource Center approach is dependent on a regional concept. The regional concept is a cost-efficient means of reaching larger numbers of geographically isolated staff members on a continuous basis. It allows them to attend more than one meeting with relative ease and makes it possible for individuals from several separate programs to be closely involved in both the planning and implementation of programs. The Resource Center provides not only continuous staff development, but a coordinated variety of means to achieve it. Strategies include: 1) a range of workshops and courses that can be reached by many programs; 2) on-site presentations by the Resource Center Director at the request of individual programs; 3) dissemination of materials (commercial and non-commercial literature as well as Special Projects) through on-site borrowing and the mail; 4) a newsletter; 5) consultations with individual staff members either in person or by phone. By having these services coordinated and centralized within a reasonable driving distance, staff development can be more effectively planned in support of federal, state and local goals.

FUNDING

$50,478 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers, administrators, counselors, volunteers, and paraprofessionals

PRODUCT

1. The 1982 Resource Center Catalog describing courses, workshops and services is available at no cost from: Portage Adult Education Resource Center, 2240 Crisman Road, Portage, IN 46368.
2. Quarterly Reports monitoring Resource Center progress are on file at the Division of Adult and Community Education, Department of Public Instruction.
3. The handbook "Algebra Without Pain" is available at no cost from the Resource Center (address above).
4. Information on games, techniques and strategies developed in support of Resource Center activities can be obtained by writing the Resource Center.

EVALUATION

Evaluation measures fall into three categories:

1. Logs to measure Resource Center impact in terms of information dissemination and material preview
2. A pre/post instrument to measure degree of program impact in terms of dissemination, use and adoption of Special Projects
3. Various instruments to measure effectiveness of specific courses and workshops; i.e., checklists for observation of sessions, case studies and participant reaction sheets.

The three categories of evaluation indicated above refer to program impact. A fourth category is designed to evaluate Special Projects. On the assumption that practicing teachers and paraprofessionals are best able to determine the strengths, weaknesses and potential usefulness of Special Projects, some course or workshop sessions will end with a structured discussion among participants to determine the value to themselves of Special Projects in general and the specific projects which have been disseminated.

TITLE Project Update: The ABE Information Center D-7

CONTACT Timmie Steinbruegge (317) 266-4850
Indianapolis Public Schools - Div of ABE
1102 N. West Street
Indianapolis, Indiana 16202

OBJECTIVES

1. Develop an effective system to shorten the time between the development of special 310 projects and the use of these projects by ABE personnel.
2. Develop an ABE Idea Bank.
3. Publish a Project newsletter.
4. Link ABE personnel in service area to requested resources.

DESCRIPTION

A needs assessment instrument was developed and administered to determine 310 interests and needs. From this data base workshops were planned to disseminate and train personnel in the use of five 310 projects

A resource directory (of handouts available in the center) was developed and disseminated.

A newsletter, "The Mailbox," was developed and disseminated for information and development of colleagueship among ABE teachers.

FUNDING

$53,429 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers, administrators, counselors, volunteers, and paraprofessionals

PRODUCT

1. ABE teacher idea bank, a collection of teaching ideas for ABE teachers by ABE teachers.
2. Products developed to date: Newsletter - three issues
   Directory of resources
   310 Directory

EVALUATION

Evaluation will be based on:

1. A data profile of ABE teachers served is being kept and this will serve as a longitudinal study to reveal the project's progress and its relationship to upgrading ABE teachers' competencies and skills in teaching adults.
2. Attendance of teachers at 310 orientation and staff development workshops.
3. Participants' evaluation of workshops.
4. Number of handouts requested and used by ABE personnel.
5. Number of teacher-produced ideas and materials contributed to "teacher idea bank."

TITLE Collection, Evaluation, and Dissemination System (CEDS) D-8

CONTACT Anabel P. Newman (812) 335-9160
Ruth Huffman
Co-Directors
Indiana University
10th Street and 46 Bypass
Bloomington, Indiana 47401

OBJECTIVES

Objective 1. Identify successful Special Projects (SPs) (Indiana)
Objective 2.1 Collect SPs for dissemination
2.2 Provide printed index of SPs
2.3 Recommend appropriate marketing strategies for SPs
Objective 3. Identify appropriate audience for receipt of SPs
Objective 4. Identify electronic and other resources available for use in statewide communication network.

DESCRIPTION

Identification of strategies for collection and dissemination of Special Project results for 1978-81 was accomplished with assistance from the staff at the State Department of Public Instruction and direct contact with all developers, directors, and adult personnel associated with special projects.

The results of a comprehensive statewide needs analysis will assist in the determination of appropriate marketing strategies and help to determine the suitable audience for receipt of the project products, reports, or results.

Identification of electronic and other resources available for use in statewide communication network is a final phase of the project that is ongoing and will ultimately establish feasibility of linking satellite centers with electronic communication networks now associated with universities in Indiana.

A printed index will be developed to provide visual compilation of special projects to complement the electronic sources recommended for use in successful dissemination of the special projects.

FUNDING

$37,900 August 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers, administrators, counselors, volunteers, and paraprofessionals

PRODUCT

The result of the project will be an index of all Special Projects (310) produced in Indiana since 1978. The index will provide the following information concerning each special project: description of the product, intent/purpose, obtainability, cost, implementation procedures, contact person, and an evaluation of the project and product. The initial presentation of the index will be in print. Other means of dissemination will be examined and recommended, i.e., computer, radio/TV, etc.

EVALUATION

The development of a collection, dissemination, and evaluation center has at the heart of the project formative, summative, ongoing, and final comprehensive evaluation based primarily on objective and subjective data.

TITLE Project Catalogue D-9

CONTACT Joy Choens (316) 321-4030
Director
Ottawa Adult Education Area Service Center
215 S. Gordy
El Dorado, Kansas 67042

OBJECTIVES

1. To catalog in a systematic manner all of the material resources available from the four Kansas Area Service Centers.
2. To print the catalog for each of the Adult Education Centers in Kansas.
3. To develop a standard preview and loan policy.
4. To establish an open channel between the four service centers.

DESCRIPTION

The four area service center directors met twice toward the end of 1981 and established the cataloging system. Each center hired a cataloger. These people reproduced each title onto a 3"x5" index card along with data on price and content area. All cards were sent to the El Dorado center where the cataloger is now compiling the master list. When this is done, the catalog will be printed and a copy sent to each center.

FUNDING

$2,255 November 1, 1981 - July 1, 1982

TARGET AUDIENCE

Classroom teachers, administrators, counselors, volunteers, and paraprofessionals

PRODUCT

A catalog containing a list of all materials available at the four area service centers will be printed and distributed to each Adult Education Center.

EVALUATION

Each center will keep a record of materials used by the Adult Education Centers.

TITLE Adult Basic Education Dissemination Conference D-10

CONTACT Gerard Paradis (301) 455-3238
Director
Professional Development and Training Center, Inc.
UMBC, EM 007, 5401 Wilkens Avenue
Baltimore, Maryland 21228

OBJECTIVES

To increase local ABE program awareness and use of Maryland Adult Education special projects' findings and products.

DESCRIPTION

1. Direct the process of establishing and conducting the conference.
2. Develop conference evaluation instrument.
3. Promote awareness of the conference.
4. Implement the conference.
5. Evaluate the conference.
6. Survey participants' program needs for future special projects.

FUNDING

$7,997 October 1, 1981 - September 30, 1982

TARGET AUDIENCE

Classroom teachers, administrators, and counselors

EVALUATION

The CIPP model developed by Daniel Stufflebeam will be used. In addition, both formative and summative evaluations will be done.

TITLE New Jersey Adult Education Dissemination Network D-11

CONTACT Hal Beder (201) 932-7532
Associate Professor
Center for Adult Development, Rutgers University
Graduate School of Education
10 Seminary Place
New Brunswick, New Jersey 08903

OBJECTIVES

1. To promote product disseminability through technical assistance to current 310s.
2. To operate a call-in "hot line" technical assistance service.
3. To assist local programs with the adoption of improved practices.

DESCRIPTION

Objective 1: Technical assistance is rendered to current 310 projects in respect to product disseminability and dissemination strategies.

Objective 2: The project operates an "Information Communication Service" which provides information and technical assistance on a call-in basis.

Objective 3: Dissemination brokers visit local programs registering needs and brokering in practices which meet those needs.

FUNDING

$56,888 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Basic skills educational level, adults with limited English language skills, and all program staff

PRODUCT

A final report and a technical report will be available by Summer 1982.

EVALUATION

1. Evaluation of the project as a whole is under contract to an external evaluator. Procedures are not as yet finalized.
2. Programs designed to improve recruitment in ABE are currently in the field test stage.
3. The ICS (Objective 2) is evaluated through mailed user evaluation forms mailed to users.
4. All improved practices recommended for adoption by local programs are evaluated by a three-person evaluation panel.

TITLE Advance: Adult Education Resource Clearinghouse for Pennsylvania D-12

CONTACT Erma D. Keyes (717) 872-3481
Director
Millersville State College
Millersville, Pennsylvania 17551

OBJECTIVES

To provide adult education with access to ABE program related information and resources.

DESCRIPTION

1. Review ABE programmatic resource needs.
2. Assess usefulness of new resources.
3. Organize acquired resources for ease of retrieval.
4. Distribute clearinghouse service information to agencies and individuals.
5. Distribute resource information to ABE audience.
6. Disseminate complimentary and returnable resources in response to client requests.
7. Disseminate complimentary resources as clearinghouse initiative.
8. Analyze service records as check on clearinghouse effectiveness.

FUNDING

$60,097 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers, administrators - 306 programs, counselors, volunteers, paraprofessionals, and other teacher educators

PRODUCT

Resource bulletins for local program teachers/administrators.

EVALUATION

Solicit search client evaluation of services and resources.

Analyze service records to assess need for service modifications and additional resources.

Third party evaluation on effectiveness of service plan and activities for achieving clearinghouse goals and objectives.

TITLE Resource Utilization Workshop for 306/310 Personnel D-13

CONTACT Erma D. Keyes (717) 872-3481
Director
Millersville State College
Millersville, Pennsylvania 17551

OBJECTIVES

1. 306/310 practitioners will identify resources at AdvancE for designing instructional programs and materials.
2. 306/310 practitioners will borrow or obtain personal copies of resources related to their instructional responsibilities.
3. 306/310 practitioners will prepare materials during the workshop.
4. 306/310 practitioners will utilize techniques from workshop for designing instructional plans and preparing instructional support programs.

DESCRIPTION

1. Statewide announcement to solicit applications for 2-1/2 day workshop.
2. Select 50 participants based on regional representation and stated purpose for applying.
3. Structure large or small group sessions for demonstrations and explanations on use of 310 products and other resources.
4. Schedule periods for individual review and study of resources.
5. Select resources and presenters on basis of participants' responsibilities and needs.
6. Conduct and evaluate workshop.

FUNDING

$18,062 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers

PRODUCT

Summary and analysis of evaluations will be included in final report.

EVALUATION

1. Analyze response to workshop announcement.
2. Obtain and analyze reactions of participants, presenters and staff to workshop.
3. Obtain and analyze staff observations and participant reactions on post-workshop activities.

TITLE Adult Student Magazine D-14

CONTACT Tana Reiff Sodano (717) 299-0205
Editor/Project Manager
118 Nevin Street
Lancaster, PA 17603

OBJECTIVES

1. To produce three 12-page issues of a student-centered magazine to be used in ABE programs as an inexpensive medium for teaching basic skills and promoting student retention.
2. To utilize the magazine to enhance public awareness of real and potential adult education participants.

DESCRIPTION

Production chronology, repeated for three issues is as follows: solicit content, make preliminary selections, edit/rewrite, get Editorial Board appraisal, second edit/rewrite, order type, proofread, design pages, approve/revise mechanicals, approve/revise blue lines, print, bulk mail to 2,000 individuals and 165+ program sites, carry out extensive field communications.

FUNDING

$19,075 August 1, 1981 - May 30, 1982

TARGET AUDIENCE

Educational level - ABE, classroom teachers, administrators, and other public officials and community agencies

PRODUCT

Each of three issues produced through the school year is accompanied by an 8-page Teacher's Guide containing activity suggestions and duplicatable worksheets tied to magazine content. A special effort is made at all times to maintain a balance of content and activities that will interest a wide variety of student populations - regular ABE/ESL/GED programs, hospitals, prisons, literacy programs, etc., as well as a balance among ethnic representation.

EVALUATION

1. Reader reports mailed with parcels sent to program sites.
2. Compile results of reader reports. (No money left for extensive evaluation procedure outlined in original proposal.)
3. Magazine is used in classrooms across PA. We sent out a total of 4,500 for student use and 2,000 to professionals, legislators, community agencies, etc.

TITLE "What's the Buzz?" - Pennsylvania's ABE Newsletter D-15

CONTACT David W. Fluke (717) 297-2176
Editor
Box 214
Troy, PA 16947

OBJECTIVES

To keep adult education practitioners informed as to relevant programs and activities for ABE program development.

To report on positive characteristics of ABE programs now in place and how these characteristics can be adapted to similar settings.

To inform persons involved with ABE programs of the legislative and statutory guidelines and responsibilities of the establishing legislation and subsequent laws including budgetary provisions of federal funding guidelines.

To provide a conduit for information flow from state administrators to programs in the field.

DESCRIPTION

A 4-8 page newsletter is produced and edited each month and mailed without charge to more than 800 ABE practitioners in Pennsylvania and 11 other states. The newsletter is produced in an attractive, readable format using generally accepted principles of journalism. Content includes information and inservice/training/awareness articles.

FUNDING

$12,000 July 1981 - June 1982

TARGET AUDIENCE

Classroom teachers, administrators - ABE, and counselors

EVALUATION

Evaluations are solicited from readers. A third-person evaluation is presently under way and another will be done at the completion of the project. As a result of demands from the field, the mailing list has more than doubled during the first five months of the project.

TITLE "Adultos" - an Educational Bulletin D-16

CONTACT Beatriz Melendez (809) 753-1781
Editor
Community Education Division
Hato Rey, Puerto Rico

OBJECTIVES

To disseminate information about the programs in the adult education area, legislation, teaching tips, material evaluation, innovation in ABE, methodology and techniques, success stories, and other information pertinent to persons who are involved in ABE.

DESCRIPTION

Monthly publication of an eight-page bulletin to be sent to all adult education personnel, local superintendents, regional directors and supervisors, public and private agencies personnel, students in adult education, general public, and interested others, by request. The bulletin is mailed to approximately 1,800 persons each month.

FUNDING

$12,000 February 1, 1981 - June 30, 1981

TARGET AUDIENCE

Adult students, classroom teachers, administrators (school directors), counselors, volunteers, and paraprofessionals

PRODUCT

Monthly bulletin

EVALUATION

The effectiveness of the bulletin will be evaluated by means of a questionnaire distributed to all the readers. It will be distributed on the fifth month of publication.

TITLE East Tennessee Adult Educator D-17

CONTACT J. B. Bolin, Jr. (615) 579-0860
ABE Supervisor
Knox County Schools ABE
P.O. Box 9660
Knoxville, Tennessee 37920

OBJECTIVES

To inform a selected audience about Adult Basic Education plans, practices, and opportunities.

DESCRIPTION

The publication of a regional newspaper, three times during the program year, utilizing information from local school systems to provide knowledge for a general audience about adult education and to demonstrate the value of linkage with community agencies and organizations.

FUNDING

$6,874 October 1, 1981 - June 30, 1982

TARGET AUDIENCE

All school/agency heads, volunteers, and government personnel

PRODUCT

Three issues of a regional newspaper which are provided to 12 participating/cooperating school systems through both direct mail and by local distribution. Three issues of 16,000 copies each is proposed and has been implemented. Copies are available upon request as supplies permit.

EVALUATION

Evaluation by local ABE Supervisors.

TITLE The Open Door - Newsletter D-18

CONTACT Mary Goldman (615) 259-5168
Program Assistant
Metro Board of Education
2601 Bransford Avenue
Nashville, Tennessee 37204

OBJECTIVES

To produce a quality quarterly newsletter that will give visibility to our Basic Adult Program.

DESCRIPTION

Approaches used to produce each issue:

1. Visits, take pictures of classes and activities of interest.
2. Talk with adult teachers, students, and educators concerning the adult program.
3. Get permission to use reprints from educational articles.
4. Interview local and state officials, write articles concerning their views about adult education.
5. Announcements concerning classes, conferences, and programs.

TITLE New Chance - ABE Newsletter

CONTACT Carlton Robbins (615) 647-5681
ABE Supervisor
Clarksville-Montgomery County Schools
P.O. Box 867
Clarksville, Tennessee 37040

OBJECTIVES

To publish quarterly newsletter that will cover Adult Basic Education in Houston, Montgomery, Robertson, Cheatham, Dickson, and Stewart Counties in Tennessee. It will be a quality publication that will be professionally written and edited. Appropriate black and white photographs will be used to illustrate the newsletter.

DESCRIPTION

Editorial Concept: These are the types of stories that should be included in the newsletter. We expect that the media will use many of these ideas, and develop their own stories from them.

1. News in adult education
    - a. In these six counties
    - b. State developments, legislation that affect these counties
    - c. Federal developments, legislation that affect these counties
2. Reports on new programs
3. Reports on established, successful programs
4. Reports on numbers of students enrolled, numbers who receive their GEDs, numbers who have learned to read, etc.
5. Feature stories on students with photos
6. Feature stories on ABE educators with photos
7. Input from students in the form of letters, articles written by them
8. Letters to the editor should be encouraged
9. Listing of available classes, explain how they're operated, our philosophy
10. Group photos of graduates
11. General stories on the need for adult basic education, what makes adult learning different, what research shows, etc.
12. Announcements of upcoming classes, programs, conferences
13. Messages, welcomes, etc.

FUNDING

$3,448 October 1, 1981 - June 30, 1982

TARGET AUDIENCE

Black and foreign born; least educated, most in need; immigrants, and adults with limited English language skills

PRODUCT

The newsletter will be published quarterly and will cover six counties. It will be eight pages in length and these pages would measure 8½x11 inches for ease in mailing.

TITLE Trends--Adult Education Dissemination Project D-20

CONTACT Anna Peterson (512) 883-9288
Consultant
Education Service Center, Region II
Corpus Christi, Texas 78401

OBJECTIVES

1. To identify, collect, analyze and disseminate resources in adult education.
2. To identify, collect, publish teacher-made materials and to assist teachers in the development of these materials.

DESCRIPTION

1. Liaison with all adult and community education programs.
2. State and regional training conferences for representatives from adult and community education.
3. Awareness programs.
4. Staff developmental programs on the planning and design of teacher-made materials.
5. Operation of statewide clearinghouse for adult education personnel.
6. Publications.

This system is unique in that in addition to identifying and describing an available resource, teachers have direct access to materials on a free loan basis.

FUNDING

$86,492 July 1, 1981 to June 30, 1982

TARGET AUDIENCE

Classroom teachers, administrators, counselors, and paraprofessionals

PRODUCT

Newsletter
Update of material catalog
Teacher-made materials
Training package: Developing teacher-made materials, July 31, 1982
Training package: Teaching composition to adults, July 31, 1982

EVALUATION

Texas Education Agency quarterly reports
Internal evaluation
External evaluation
Evaluation by a sampling of at least 400 adult educators in the state.

TITLE Green Mountain Eagle

CONTACT Elizabeth Ready (802) 453-3459
Editor
Vermont Institute for Self-Reliance
ABE c/o Beeman Elementary School
New Haven, Vermont 05472

OBJECTIVES

1. To provide a statewide vehicle for Adult Basic Education students to communicate among themselves.
2. To provide a public showcase for Adult Basic Education students' non-fiction, fiction, and all creative writing.

DESCRIPTION

1. To encourage all ABE staff to encourage all ABE students to read and write for the Green Mountain Eagle newspaper.
2. Editor from ABE staff minimally edits and lays out material.
3. Eagle is printed.
4. Eagle is distributed through ABE staff and mailing list.

FUNDING

$4,500 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Educational level (beginning, intermediate, advanced, rural residents, inmates of correctional institutions

PRODUCT

Delivery of student written instructional materials in newspaper format.

Beginning and intermediate students especially are provided with interesting reading material at their own level.

Product will support additional instructional materials.

EVALUATION

Student interest and contributions are the best indication of success. The Eagle has grown from one sheet folded to approximately two or three sheets folded (from four pages to eight to twelve pages).

Students are consistently asking their tutors where the Eagle is and when it will be out next.

The Eagle appears monthly on the third Tuesday consistently, and students know they can expect it.

TITLE ABE Curricular Resource Center

CONTACT R. H. Sherron (804) 251-1332
Project Director and Project A.E.
Virginia Commonwealth University
901 W. Franklin Street
Richmond, Virginia

OBJECTIVES

1. To collect, catalog, and evaluate ABE curriculum materials.
2. To disseminate results to practitioners.

DESCRIPTION

1. Collection and cataloging.
2. Evaluation using check lists and pre-test/post-test design with experimental and control groups randomly selected and assigned.

FUNDING

$48,895 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Blacks, ABE educational level, adults with limited English language skills, classroom teachers, ABE administrators, counselors, and volunteers

PRODUCT

1. Catalogs of ABE materials available for review.
2. Results of evaluations.
3. Notices about new materials.

EVALUATION

Data Identification and Evaluation Plan. The project evaluation will be both formative and summative. The formative aspect will be the quarterly reports that report progress toward accomplishment of the stated objectives. Major barriers will be identified with proposed solutions that will be negotiated with the ABE Project Supervisor.

A summative evaluation plan will be implemented to monitor project progress and final results. The plan is a modified version of Stake's Model and identifies evaluation factors data sources and criteria across antecedents, transactions, and outcomes.

TITLE ABE Newsletter D-23

CONTACT Dr. Edward Jones (703) 323-2495
ABE Newsletter Editor
Virginia Tech (VPI & SU)
George Mason University; East Hall
Fairfax, Virginia 22030

OBJECTIVES

The overall objective of the Newsletter project is to provide a communication vehicle for all Virginia ABE personnel and others associated or concerned about ABE efforts in the Commonwealth of Virginia.

DESCRIPTION

1. Maintain an advisory board to provide guidance and counsel to the project staff regarding the newsletter format and content, editorial policies and procedures, and the formative and summative evaluation of the project.
2. Seek and "recruit" news relating to Virginia's ABE programs and to state and national adult education developments.
3. Maintain a mailing list of approximately 1,450 Newsletter recipients.
4. Evaluate the effectiveness of the Newsletter as an informational resource and communication medium among ABE personnel in Virginia.

FUNDING

$34,018 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers and ABE and Adult Education administrators

PRODUCT

A bi-monthly publication of 12 pages is developed, printed, and mailed to ABE teachers, administrators, and other professionals involved in the ABE-GED or Basic Adult Education. This is an ongoing process.

Newsletters are mailed the beginning of each even numbered month (i.e., February, April, June, August, October, December). There is no cost to ABE-GED personnel with mailing lists being supplied by the supervisory staff and the Virginia Adult Education Department.

EVALUATION

The specific criteria that will be used to evaluate the project are:

1. Comments from readers
2. Results of second survey of readers
3. Request for subscriptions or mailing
4. Comments from the advisory board
5. Comments from State Department of Education staff

As a result of comments made by the 310 Project Review Board, the Newsletter is featuring a question-answer forum. Readers have been invited to send in questions, anything relating to ABE-adult learners, teaching methods, curriculum development, policies, and procedures.

TITLE Evaluation and Assessment in the Arizona Adult Education Plan

CONTACT Dr. Paul R. Christensen (805) 682-8304
Director of Research
LO*OP Center, Inc., Santa Barbara Branch
P.O. Box 30153
Santa Barbara, California 93105-1153

OBJECTIVES

1. Review adult education evaluation needs, objectives, requirements, procedures and findings in Arizona.
2. Assist teachers/administrators in evaluating suitability of student assessment instruments for their uses.
3. Design and conduct Phase 1 of a longitudinal study of adult students in the AE program.

DESCRIPTION

1. Analysis of documented evaluation information on the Arizona AE program.
2. Formation of a student assessment review committee made up mainly of teachers and administrator-developers. Review and analysis by the committee of adult student assessment devices in use of the State.
3. Design of the longitudinal study of adult students in the program as of Spring 1982. Preparation of sampling plan. Preparation of instructions to participating teachers and students. Preparation of a data collection plan and instruments and a data analysis plan. Collection of baseline data through use of questionnaire and entrance and separation records. Compilation, organization, analysis, and interpretation of information collected.

FUNDING

$11,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Representative samples of minority ethnic groups, handicapped, and older adults; rural residents; urban residents; health and correctional institutionalized; immigrants; adults with limited English language skills; classroom teachers, and participating project administrators

PRODUCT

1. Project Final Report, June 1982
2. Separate report of results of teacher-administrator review of AE student assessment devices, including a compilation for teachers of instruments and their uses, June 1982.
3. Project Final Report will include a report of Phase 1 of longitudinal study, June 1982

EVALUATION

Documents submitted will be reviewed by the State Division of Adult Education staff, using the following criteria:

Accuracy of obtained data
Objectivity
Thoroughness of treatment
Usefulness of information obtained.

The longitudinal study will be evaluated by the State Division of Adult Education staff on the basis of the following criteria:

Accuracy of obtained data
Adequacy of design of follow-up procedures
Objectivity in carrying out methodology
Thoroughness of treatment
Usefulness of information obtained.

TITLE Project Compare

CONTACT Christine Potten (217) 384-3530
Barbara Gillogly
Co-coordinators
Urbana Adult Education, Urbana Schools
1776 E. Washington
Champaign, Illinois 61801

OBJECTIVES

The major purpose of the project is to develop a simple assessment instrument to measure the comparative effectiveness of the GED certificate with the APL/Competency-based diploma in helping students achieve personal and/or educational goals.

Data obtained from the utilization of this survey instrument will determine if a change in intake and counseling procedures needs to be made.

An evaluation of the data will determine the need for curriculum changes in either one or both programs.

DESCRIPTION

All graduates, both GED and APL, for the past five years will be contacted and invited to participate in a survey designed especially for this project. This survey is designed to elicit information concerning specific goals of adult education students and addresses the areas of employment, motivation, changes in motivational patterns, self-esteem.

This same instrument will be administered to new students who test at 8.0+ on the Stanford Diagnostic Reading Test.

Demographic information on the two groups will be compared to ensure that these groups are the same. Data on the two groups will be analyzed to assess achievement of GED students' goals with those of APL students. A workshop will be held for those counselors and administrators who are involved in the intake process to discuss implications for changes in the intake procedures now used. A similar workshop will be held with teachers in GED and APL programs to analyze needs for curriculum changes.

FUNDING

$9,741 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers, administrators (directors), and counselors

PRODUCT

An evaluation/survey instrument has been developed which lists a variety of adult students' stated goals. The survey contains goals concerning employment, continuing education, motivational patterns, and also contains measures of changes in self-esteem. This instrument will be used on intake for those whose reading level is 8.0 or above to determine whether the life skills diploma or the GED certificate will best help them meet their particular goals. Survey is also administered to APL and GED graduates over the past five years. Results of each group will be compared. Data gained from the study will be used by intake counselors to evaluate the current process. Results will also be used by instructional staff and administrative staff in evaluating need for curriculum changes.

A survey instrument has been developed. It will not be available until after July 15, 1982, since its effectiveness will be tested throughout the project. An interim report will be available after February 15, 1982. Final report will be available after July 15, 1982. Limited copies will be available at no cost through Project Compare, Urbana Adult Education, 1776 E. Washington, Urbana, IL 61801.

TITLE Evaluation of Section 310 Projects

CONTACT Dr. Russell A. Dusewicz (215) 574-9300
Director of Evaluation
Research for Better Schools
444 N. Third Street
Philadelphia, Pennsylvania 19123

OBJECTIVES

1. To assess the development and implementation of Section 310 projects.
2. To assess the effectiveness of Section 310 projects in achieving individual goals and objectives.
3. To identify the critical elements of individual projects in relation to later validation, dissemination, and diffusion efforts.
4. To assist the NJDE in diagnosing technical assistance needs in individual projects.

DESCRIPTION

The approach utilized has been a comprehensive one. It began with an initial assessment of the development and implementation of all ABE Section 310 projects in New Jersey. The diagnosis of general technical assistance needs of individual projects was made and feedback provided to NJDE. Evaluation technical assistance needs of ABE projects were identified and such technical assistance was provided to projects in design and conduct of self-evaluation efforts. This involved development of the concept of a Program Evaluation Outline. The ABE Section 310 projects are currently being evaluated with respect to their achievement and individual goals and objectives. This project has also assisted the other 310 projects in identifying the critical elements of their projects in relation to potential later validation, dissemination, and diffusion. The evaluation project is also assisting NJDE in evaluating the effectiveness of the ABE Section 310 grants program as a whole in meeting its objectives at the state level. In addition, the project is assisting NJDE in making policy and programmatic decisions relating to the ABE Section 310 program based on evaluative findings. It is believed that the evaluation project is providing an innovative approach to evaluation and the ABE 310 network through utilizing the Program Evaluation Outline as both an evaluation tool and a planning tool for projects as they move through a developmental cycle ranging from initial conceptualization to final diffusion.

FUNDING

$23,741 July 1, 1981 - September 30, 1982

TARGET AUDIENCE

Blacks and Hispanics, deaf adults, all educational levels, and adults with limited English language skills

PRODUCT

The evaluation project will produce an easily understood and implemented system for developing program objectives and assessing progress toward achievement of those objectives. This system will be useful at the local program level in planning for both initial and continuation funding, and will be useful at the state level in facilitating the interpretation of proposals submitted for funding in adult basic education and in monitoring progress on the implementation of funded work.

In addition to the above byproduct of the evaluation activity being undertaken, the second byproduct will be produced. Through evaluation of the existing ABE Section 310 programs for projects in New Jersey, the evaluation project will seek to identify critical elements which seem to lead to effective program results across all programs. To the extent that this is possible, such critical elements may be used as a framework in consideration of adult education programs for exemplary status.

1. Dusewicz, R. A., (1982). RBS evaluation project: progress report. Philadelphia: Research for Better Schools, 39 pages.
2. Dusewicz, R. A., (to be published 9/82). Evaluation of adult basic education projects. Philadelphia: Research for Better Schools.

The above reports as well as any other products developed in association with the RBS evaluation project may be obtained by writing: Dr. Russell A. Dusewicz, Research for Better Schools, 444 N. Third Street, Philadelphia, Pennsylvania 19123, or by contacting the New Jersey Department of Education, Bureau of Adult, Continuing, Community Education.

EVALUATION

Assessing the development and implementation of ABE Section 310 projects as conducted through personal interview, observation and review of documentation. The first visit to each project involved the completion of an Initial Documentation/Evaluation Interview. The effectiveness of Section 310 projects in achieving individual goals and objectives is measured by individual project instruments and documentation developed and used in consultation with the evaluation technical assistance projects and using the Program Evaluation Outline. Identification of critical elements of individual projects as well as the diagnosis of technical assistance needs of individual projects are carried out by periodic site visits, personal interviews, observations, and review of documentation.

TITLE Determining Maintenance of Achievement from ABE/GED Programs E-4

CONTACT Dr. Gordon Godbey (814) 865-1487
Prof. Adult & Higher Education
Pennsylvania State University
301 Rackley Building
University Park, PA 16802

OBJECTIVES

1. Demonstrate that traceable results of ABE programs exist and have impact in the lives of people in the home community.
2. Determine through skills acquired in the ABE programs, if these people establish further linkages with the expanded community through the medium of the printed word.
3. Design this study so it may serve as a basic model for a larger study at a later date for replication of findings.

DESCRIPTION

Randomly selected names of students during three years covered by study. Secured local teaching personnel to make preliminary telephone contact and secure subjects for face-to-face interviews. Trained interviewers in workshop to assure uniformity of data. Analyzed data using standard research techniques.

Project currently is receiving depth interview data and beginning analysis.

FUNDING

$23,156 July 1, 1981 - April 30, 1982

TARGET AUDIENCE

Former ABE/GED students

PRODUCT

Detailed report of study will be available May 1982. Products developed have been a telephone interview schedule which can be used with large numbers and a kit of materials to be used in in-depth interviews to test comprehension skills.

EVALUATION

Two instruments have been developed:

1. A telephone interview schedule which is demographic including:
   a. Further education to or beyond GED;
   b. Employment status
   c. Community involvement
   d. Amount of daily reading
   e. Family income.

2. In-depth performance interview measuring comprehension skills in daily activities; population includes students at three adult learning centers in 1974, 1976 and 1978.

One impact of project will be to determine if some education leads to more education, community involvement, and employment.

TITLE A Pilot Project To Evaluate the Use of Low-Cost Microprocessors (Minicomputers) To Improve the Effectiveness of ABE Services

CONTACT David F. Culclasure, Ph.D. (512) 532-8811
Director, Special Education
San Antonio State Hospital and State School
P.O. Box 23310
San Antonio, Texas 78223

OBJECTIVES

1. Assess the potential of low-cost microprocessors for improving adult basic education for mentally handicapped by comparing their use with traditional teacher-centered methods and programmed instruction methods.
2. Assess the efficacy of the above teaching approaches under massed and spaced conditions (mindful of the short attention span and distractibility of the mentally handicapped student).
3. Assess the potential of the instructional microprocessors to assume routine, time-consuming classroom management and administrative functions to "free up" more of the instructor's time for individual attention.
4. Develop and distribute to other programs necessary computer software and utilization manuals.

DESCRIPTION

From the mentally handicapped population served by the San Antonio State Hospital and San Antonio State School, three groups of clients will be selected to participate in the pilot project.

Group A - This group will undergo basic reading skills instruction presented via the low-cost microprocessor.
Group B - This group will be under basic reading skills instruction presented via the programmed instruction format.
Group C - This group, which will function as the control group, will be presented basic reading skills training via traditional classroom methods.

Equivalent subject matter will be prepared for use under each of the three learning conditions specified. For ease of control, the subject matter to be dealt with in the study will be restricted to the quantitative realm of basic literacy skill acquisition. A pre- and post-test adequately sampling the universe of quantitative knowledge dealt with in the pilot project will be developed and administered to all participating individuals, to reveal their extent of mastery of the basic literacy skills presented. Time required to attain mastery under the various learning methods and conditions will also be analyzed.

FUNDING

$36,843 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Mentally impaired, older adults, ABE educational level, health (psychiatric) institutionalized

PRODUCT

If, upon analysis of the pilot project's results, it is clearly evident that low-cost microprocessors have the capability of improving adult basic education instruction provided mentally handicapped adult students, the project staff will develop and disseminate to all of the adult basic education co-ops in Texas a comprehensive manual (1) outlining how low-cost microprocessor technology can be introduced effectively into the adult education process for mentally handicapped adults and (2) containing guidelines for developing computer-assisted instruction programs for basic literacy skills subject matter areas. The products will be made available to out-of-state agencies on a cost of reproduction basis.

A videotape outlining the scope and intent of the project has been prepared and is available for loan, without cost.

EVALUATION

Since there is reason to expect that the duration of training sessions may be an important consideration (due to the short attention span and distractibility characteristic of many mentally handicapped individuals) a comparison of spaced versus massed learning conditions will be assessed. Under the spaced conditions, students will receive short periods of intensive instruction separated by an extended time interval. Under the massed learning condition, the students will receive instruction for a prolonged period of time. For this purpose, massed learning will be defined as a full 60 minutes of continuous presentation of subject material, followed by a 10-minute break, then a second 60-minute learning period, for the day's total instructional unit; special learning will consist of 20-minute periods of continuous presentation of subject material followed by a 10-minute break from learning, this cycle being completed until 120 minutes of subject matter has been presented, for the day's total instructional unit. Thus, we will be evaluating the effect on learning of six possible combinations of three teaching methods and two learning conditions. This, of course, constitutes a 3x2 factorial analysis involving three variables. Two of these variables (method and learning condition) are independent variables, with the other (test score) being the dependent variable. Thus, three variate values will be available for each participant - the instructional method used, the learning condition, and test scores.

E-6

TITLE Statewide Adult Basic Education Evaluation

CONTACT Nancy A. Slater (802) 655-3202
Area Coordinator Northwest Vermont
ABE Center
110 East Spring Street
Winooski, Vermont 05404

OBJECTIVES

1. To devise and implement an evaluation system that measures what would be most helpful to Adult Basic Education programs in future planning.
2. To identify and utilize primary audiences in all phases of the evaluation.

DESCRIPTION

Methodology used "A Guide for Doing Your Community Education Evaluation." Malcolm B. Young, Gerald C. Hanberry, George S. Wood, Jr., David Santellanes, and Keith Rogers for the National Community Education Advisory Council.

FUNDING

$955 July 1980 - June 1982

TARGET AUDIENCE

Educational level ABE students, rural residents, classroom teachers, administrators, paraprofessionals, women, unemployed, and other legislators, students, home tutors

EVALUATION

The evaluation is completed, reported, and is used in future program planning.

TITLE Employability Skills System Project

CONTACT Detroit Public Schools
Detroit, Michigan

DESCRIPTION

This project is committed to providing an Adult Basic Education program including basic academic skills correlated with job seeking and employability skills to a limited number of Adult Basic Education students. Further, a linkage will be developed between the Detroit Public School's vocational resources, the private sector of business and industry in the city of Detroit, and the Adult Education Department. This combining of delivery services shall be designed to increase the probability of adult learners acquiring and maintaining employment. The student, in addition to acquiring basic education skills, will acquire other specific skills coinciding with standards acceptable by prospective employers. Students will reach levels of proficiency that increase the student's chances for acquiring and maintaining employment. Existing delivery services include the Crockett, Breithaupt and Randolph Vocational/Technical Centers and the Cass Technical High School Adult Vocational Program. In addition, there is a job placement unit which presently serves the Vocational/Technical centers and the district high schools.

FUNDING

January 1, 1981 - December 1, 1982

TARGET AUDIENCE

Adults seeking basic educational and employability skills.

PRODUCT

A complete report, summarizing process, statistical data and follow-up data involving students who may be hired prior to program closure will be developed during the course of this program. This material will describe in detail the process necessary for replication in other school districts. At the end of the program, this material will be available for school districts or state agencies for dissemination.

TITLE 310 Project VIBES (Vocationally Integrated Basic Education Skills)

EMP-2

CONTACT Thomas R. Niles (201) 431-6424
Executive Director
Monmouth County Educational Services Commission/MAECOM
Highway 9 and Campbell Court
P.O. Box 1264
Freehold, New Jersey 07728-1264

OBJECTIVES

1. To gain a more complete understanding of the needs of ABE students and efforts to coordinate basic literacy requirements with vocational objectives.
2. To prepare a vocational-related literacy curriculum, including a trade instructional curriculum kit for each trade area.
3. To develop a total of at least four vocational-related literacy curricula in the course of Section 310 support.
4. To develop a dissemination package designed for agencies wishing to replicate, implement, and expand upon our project.
5. To validate the curricula developed through practical application and testing.

DESCRIPTION

1. Collect materials and concepts already developed and available which can be modified and adapted to serve ABE/vocational project goals.
2. Establishment of an Advisory consisting of school administrators, guidance personnel, instructors, vocational school representatives, local business and industry representatives, and students. Duties include program development, review, and direction.
3. Utilization of a "learning laboratory"; facilities already equipped with tools and equipment for automotive and general maintenance projects to test ideas, projects, and approaches, using volunteer students from the ESC/MAECOM ABE program. Integrated with these elements will be generic vocabulary, math, science, and reasoning. Students can learn at their own pace, as the facility's hours are flexible. Volunteers will work with certified, experienced staff.
4. A goal of such an instructional pilot program is the development of "learning kits." The kits will include such items as tools of each trade, measuring devices, practical safety codes and symbols, and practical projects which relate to basic math, communication, and reasoning skills.
5. A contingent benefit of this effort will be the enhancement of the Statewide Adult High School program. AHS allows for the brokering of job, military, homemaking, hobby, or other experiences into academic credit toward the award of a regular high school diploma. Many young adults are enrolling in this program who have few job skills and little formal training. After participation in a vocational-related ABE program, their ability to complete the AHS program will be significantly enhanced.

FUNDING

$39,260 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers and counselors

PRODUCT

An Annotated Bibliography and the Auto Mechanic's Kit have been prepared. Information concerning the availability source and cost of these products is not presently available.

Other products and reports which will be available by June 31, 1982, include:

1. A final report.
2. A system for determining a student's skill-mastery level.
3. A curriculum guide.
4. Instructional curriculum kits.
5. A manual describing the process for developing instructional curricula kits for additional trade areas.
6. Survey Instruments (opinion questionnaires, check lists, etc.).
7. Slide-tape presentation.

EVALUATION

The curricula developed will be validated through practical application and testing. Pre- and post-testing will be used to measure student progress. Instructor and student opinions (forced choice methods) will be surveyed to indicate the relative value of academic and job-related curricular activities so those providing the most valuable learning experiences can be incorporated into the learning kits. Testing and reporting instruments will be selected or developed to demonstrate student educational gains. Survey instruments will be developed to select the most valuable learning experiences in curricular development.

ESC/MAECOM plans to be able to learn from students, employers, and instructors the degree to which this proposed approach is succeeding in improving instruction for trade-oriented students, maintaining interest in ABE study, and reducing employment related difficulties. Opinion questionnaires for use with students, teachers, and employers will be developed to indicate success.

TITLE Employability Assessment and Training for Welfare Recipients EMP-3

CONTACT Elliot Lethbridge (914) 997-2343
Program Administrator
City School District of White Plains, New York
228 Fisher Avenue
White Plains, New York 10606

OBJECTIVES

1. Involve Municipal Department of Social Services in cooperative planning and arrangements in order to:
   a. Obtain commitments of DDS staff, resources, and Commissioner's support of the project
   b. Initiate large volume of weekly referral of welfare clients to the project
2. Create a permanent organizational procedure to facilitate welfare recipients enrolling in Literacy Training.
3. Contribute to the DSS operation of a Job Training Club on-site at the Adult Education Center.
4. Facilitate the improvement of the status of substantial numbers of welfare clients to:
   a. Higher education and/or training
   b. Become independent of welfare status
   c. Secure unsubsidized private employment

FUNDING

$87,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Blacks and Hispanics, older adults, educational level grades 0 through 6.9 and grades 7 through 12, immigrants, adults with limited English language skills, welfare recipients only

PRODUCT

The staff of this Adult Literacy Program has had many years of experience in outreach, agency relationships, instruction, and related activities. Selected members of this staff are available to participate in any dissemination and related staff development activities which might be required in the replication of this project model in other cities in New York State.

Future-Annual Report covering complete project operations for the period July 1, 1981 to June 30, 1982 ready for distribution July 22, 1982.

EVALUATION

Result and Benefit

1. Establish a conceptual model which has been field tested which meets the goals cited in 1 above.
2. Project's effectiveness can be measured by analysis of the number of welfare clients who have:
   - a. Enrolled in Literacy Training
   - b. Completed Job Training Club
   - c. Moved into further education or training
   - d. Secured unsubsidized private employment
   - e. Been removed from the welfare rolls

TITLE Teaching Basic Skills to Adults Through Industry EMP-4

CONTACT Dr. Patience B. Rockey (215) 885-7412
Director of Educational Services
Beaver College
Classroom Building
Glenside, Pennsylvania 19038

OBJECTIVES

To conduct an in-depth needs assessment of a sample of at least 60 Philadelphia area urban and surburban businesses to determine a profile of the educational needs of their employees.

To develop, in concert with interested business, a training delivery format which would (a) enhance the basic secondary skills of the participants, (b) be directly related to job skills, (c) meet the needs of cooperating businesses, and (d) be suitable for delivery on-site.

Disseminate the need profile and description of the delivery format to other, interested organizations.

DESCRIPTION

The assessment data is gathered by means of a structured interview with a representative (from each business) knowledgeable about the training activities. The businesses are selected in order to balance the sample with respect to organization size and function (service or product). The data presentation will begin with an overall picture of the different types of training delivery patterns in use and then address itself to the consideration of specific questions relevant to basic skills training.

FUNDING

$20,583 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Educational level less than GED, and administrators (basic skills project planners)

PRODUCT

This project will result in a written description of an innovative delivery system which takes advantage of the expertise of the college in the delivery of adult education to meet the training needs of relatively unskilled adults in a manner which will elicit the financial support of the cooperating businesses. The need profile and the basic delivery format can then be used by other educational organizations as the foundation for meeting similar needs in their areas.

The report will be available in June through Beaver College or AdvancE. (Millersville State College, Millersville, Pa. 17551) Copying costs may be charged.

EVALUATION

The evaluation is structured to determine the extent to which each of the objectives has been reached.

To establish efforts with respect to the first objective the project will keep a record of questionnaire administration and interviews. Objective attainment will be determined by a written description of the profile.

A written description of the delivery system will establish its development. To determine the extent to which it meets the business and adult participant needs, a file of their responses to the delivery system and later to the actual training experiences will be kept.

The extent to which the need profile and delivery system are disseminated will be established by recording the distribution of written reports, the presentation at conferences, and the responses to individual requests for information.

TITLE Job Hunt Skills Workshop for ABE Participants EMP-5

CONTACT Joann Rose (412) 221-0940
Project Coordinator
Job Advisory Service
300 S. Craig Street
Pittsburgh, PA 15213

OBJECTIVES

1. Design a workshop model to teach participants and permit them to demonstrate they can prepare a data sheet, write a resume, obtain letters of recommendation, fill out application forms, act on classified ads, use the telephone and directories, generate job leads and a network of contacts, go out on interviews, lay out a plan for job-hunting and actively job hunt.
2. Develop a leader's Guide and Participant Workbook.
3. Test the workshop program and materials with three groups of 10-15 educationally disadvantaged adults.
4. Evaluate effectiveness of the design and materials.
5. Prepare materials to be used by other practitioners in replicating the program.

DESCRIPTION

Workshop format was used, including small group discussions, lectures, general discussion. To reinforce awareness of personal assessment, each student after each exercise filled in traits on large newsprint "Profiles" displayed on walls. The profiles were discussed often with input on job ideas provided by all members. Brainstorming, interviewing for information outside class, homework, sharing and group support were all encouraged. Outside agency did aptitude testing. Outside speakers on training opportunities were visited. We took a field trip to a hospital to learn about jobs there. Visited Carnegie Library to get access to Guidance Information System. I also did one-to-one counseling. We are almost finished with third pilot workshop.

FUNDING

$10,809 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Handicapped (educationally), older adults and educational level (high school or less)

PRODUCT

Available on June 30, 1982, will be a Participant Handbook, a Leader's Guide and a final report. Contact: AdvancE, Millersville State College, Millersville, PA 17551

EVALUATION

Evaluation has not been accomplished but will be done by a follow-up of all participants at least three times by phone to discover the percentage who find jobs.

We will determine impact changes, effectiveness by a written evaluation form.

TITLE Providing Resources in Developing Employability - Project PRIDE

EMP-6

CONTACT Dr. Robert Zellers
Project Director
University of Pittsburgh
Johnstown Campus
114 Biddle Hall
Johnstown, PA 15904

(814) 266-9661, Ext. 343

OBJECTIVES

1. To seek out adults who are experiencing difficulty in securing employment.
2. To assess and determine the needs of the respective needy individuals.
3. To provide the individuals with the appropriate resources, skills, and competencies so they may increase their opportunities in obtaining employment.
4. To facilitate the individual's search with encouragement and assistance as he/she encounters the job market and the actual procurement stage.
5. To continue to monitor the individual's progress and be available for support and advice as he/she encounters employment.
6. To help individuals develop self-confidence and self-worth, improve their self-concept, and thus, ultimately restore their pride.
7. To create an innovative employability skills model computer program which can be readily and easily utilized and implemented into ongoing adult education programs.
8. To demonstrate a practical example of how high technology can be readily implemented into adult education programs in the state of Pennsylvania.

DESCRIPTION

The central purpose of this project is to create an innovative "employability skills program" which will serve the local region and demonstrate methods to utilize high technology in adult education programs throughout Pennsylvania.

The general plan of action is to go into the Cambria and Somerset County region and seek out the individuals who are unemployed and are presently searching for jobs. We will promote our services through the newspaper, radio, television, and any means available which will attract potential participants. (The proposer has extensive experience in promotion and recruitment and will utilize all of the proven and highly successful techniques.) We plan to evaluate their needs and make a determination of the needed skills. We then plan to provide experiences and resources which will equip them with the appropriate skills and competencies in order to increase their job acquiring talents.

Situations will be developed that a prospective job seeker would normally encounter. These situations (vignettes) would then be followed by various alternative responses. Each response would have the correct answer or answers and a statement of advice and justification which would be instructional. This information would be placed into BASIC language to be compatible with the Apple II minicomputer. (It would also, with minor modification, be usable with most other popularly available minicomputers such as Radio Shack, PET, etc.) Once the program is written, it will be field tested within our project with students in order to debug the system in preparation for permanent retention and storage onto a "floppy disc" storage and retrieval system. The instructional program on discs then could be used in other adult education programs.

FUNDING

$25,605 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Handicapped, older adults, educational level ABE, immigrants, adults with limited English language skills

EVALUATION

The evaluation aspect of the project will be monthly staff program evaluations which will assess all aspects of the program's services. This form will be completed by staff members and evaluated by the project director. The project will have all of the individuals it serves fill out an anonymous evaluation of the project services. The project will also make use of outside evaluators who will make quarterly visits to the facility and rate the project services. All of this information will be carefully analyzed and, if needed, modifications will be made which will improve our services. Furthermore, the evaluation of the computer related segment of the project will be constantly reviewed and field tested on clients making use of the project's central services. The project will also cooperate with the Division of Adult Education, Continuing Education and Training Programs' periodic evaluations. It is in our best interest to have a comprehensive evaluation process so we can effectively serve the respective adult population.

TITLE LURE (Let's Utilize Our Resources to Ensure Employability)

CONTACT Tina M. Tahler (814) 359-3069
Project Director
CIU #10 Bi-County Development for Adults
Centre County Vocational-Technical School
Pleasant Gap, PA 16823

OBJECTIVES

1. To design and develop a practical counseling tool, The Staying Afloat Handbook.
2. To distribute through AdvancE 500 copies of this handbook.

DESCRIPTION

1. An assessment was made of previously developed employability handbooks presently available through AdvancE.
2. The evaluation of the pre-test results of Project COIGN (310 Staff Development Project, fiscal year 1980-81) was also utilized to determine what materials should be included in the handbook.

FUNDING

$5540 September 1, 1981 - June 30, 1982

TARGET AUDIENCE

Educational level ABE/GED, classroom teachers, counselors, volunteers and unemployed

PRODUCT

Project LURE provides staff development for Adult Basic Education practitioners in the area of employability skills through the Staying Afloat Handbook, a resource guide of practical techniques, procedures, and materials that will enable ABE/GED counselors and educators to provide their students with quick, yet competent occupational information and job-procuring strategies.

The Staying Afloat Handbook will be available through AdvancE in July, 1982.

EVALUATION

A publication reaction form for solicitation of practitioners' evaluations will be included in each handbook.

TITLE Employability Development EMP-8

CONTACT Gerald L. Valeri (814) 946-8245
Director, Federal Programs
Altoona Area School District
Lloyd Street & Crawford Avenue
Altoona, PA 16602

OBJECTIVES

To develop a self-contained employability workshop and record on video tapes for use with private employers, CETA units, adult education participants, and the general public.

DESCRIPTION

Prior to development of the video tapes, employability workshops were offered to CETA PSE participants which gave staff the necessary introduction to materials available at that time. Seeing a need for additional information for the participants, the idea for creation of a comprehensive set of video tapes came about. The Altoona Area School District includes a component entitled the TV Studio which has previous exposure to producing video tapes. It was felt that combining the efforts of the Workshop and TV Studio staff would produce professional video tapes on employability development.

FUNDING

$14,815 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Educational level 9-12

PRODUCT

A set of six videotapes and workbook will be developed. The tapes are to be used with those serious about their job search.

We anticipate completion of the tapes by May 1, 1982. Tapes to be offered include:

1. Self Appraisal and Decision Making
2. Career Exploration, Education, and Training
3. Non-traditional Careers for Women
4. Applications, Resumes, and Cover Letters
5. Job Seeking Skills, Using Community Resources, Do's & Don'ts of Interviewing, and Selling Yourself
6. Employment Laws, Overcoming Employment Barriers - Job Holding Skills

EVALUATION

The program will be evaluated by pre- and post-testing of participants.

TITLE Brokering Adult and Continuing Education Through Trade Unions and Small Businesses in the Lehigh Valley (LINK)

CONTACT Pam Walker (215) 861-1387
Educational Broker
Moravian College
Division of Continuing Studies
Moravian College
Bethlehem, Pennsylvania 18018

OBJECTIVES

1. A direct informational link for communication will be established between twelve unions, four local adult basic education programs, and area post-secondary educational institutions. Increased educational participation will be encouraged through personal contacts, mailings, and small group presentations.
2. An educational needs assessment of 500 rank and file union trades members and 250 employees of small businesses will be conducted and analyzed. Area workers' educational needs levels and their eligibility for ABE, GED, and ESL classes will be determined. The needs assessment will be provided in English, Spanish, Vietnamese and Portugese.
3. Educational needs directly related to job performance will be determined as part of the needs assessment. Unions and the participating small businesses will be asked to submit general questions for inclusion in the needs assessment form. Responses will be shared with the union shop owners, union managers and business owners.
4. Twelve mini-workshops on educational mentoring will be presented to a total of 200 union chairpeople (union representatives in local shops) and business representatives. These two-hour sessions will acquaint the participants with educational programs and educational counseling services available in the valley. The participants will then serve as on-going educational resource people at their work sites.
5. Educational counseling will be provided for 300 workers at their work site, in union meeting rooms, or at other convenient locations. This will be done through small group sessions or through individual counseling sessions for which the workers register. Through these sessions, direct referrals will be made to local ABE programs.
6. Enrollment in Spring classes of ABE-GED programs will be monitored to determine if an increase has occurred. ABE directors will be asked to tabulate the increases in enrollment which relate to the brokering activities.

7. Educational information will be provided for over 750 area residents through the mini-workshops and other brokering activities. Information will continue to circulate through the distribution of 500 copies of the Lehigh Valley Directory of Continuing Education. Five hundred union headquarters, shops and small businesses will be asked to make the directory available to workers by placing it in their area.
8. A model program for brokering adult basic education will be developed and will be made available through the final report. This program will serve as a national example of a cooperative venture between a four-year private college, three local school districts, union divisions and small businesses. Directions for replication will be included in the final report.

DESCRIPTION

Copies of the Lehigh Valley Directory of Continuing Education will be made available to the local union labor leaders and to their shop representatives. Linkage activities and recruitment will be accomplished through personal contacts with labor leaders and shop representatives, and through group meetings at work sites. Local union newsletters which are distributed to all members will be used for promotional and informational purposes. The needs assessment for continuing education will be developed in English, translated into Spanish by a staff member from the Bethlehem Center for Coordinated Social Services, and into Vietnamese and Portugese by a translator from the community. The 12 mini-workshops will provide information on all aspects of adult continuing education opportunities in the Lehigh Valley, including special informational handouts on ABE-GED-ESL classes currently available in the valley and a detailed description of the procedure for setting up neighborhood or on-site ABE classes. Copies of Reaching the Least Educated will be made available for union headquarters.

Some workers may be hesitant to approach a visiting counselor offering just ABE-GED information. For this reason, the visiting counselor will be advertised as providing information on all levels of continuing education.

Individual educational counseling will be made available to union members and will include one-on-one sessions with members who have requested special information for their own educational needs. In some cases, to aid the union member, an inventory of study skills and/or The Minimum Essentials Test of Basic Skills, from Scott, Foresman will be administered as a way of aiding the counselee in selecting an educational program. Materials from the Free Library of Philadelphia on goal decision making will also be available.

FUNDING

$19,760 July, 1981 - June, 1982

TARGET AUDIENCE

Educational level ABE, GED, ESL; urban residents

PRODUCT

The results of the brokering project, including a report on the activities, the analysis of the needs assessment and the qualitative and quantitative response to the mini-workshops and counseling sessions will be assembled in a final report. This report will be made available to other educational institutions and organizations through AdvancE. Results, format, and materials will be reported to the Director of Education. In addition, the results will be shared with a national association, the Adult Education Association of the United States, in a special report and article for publication.

EVALUATION

The evaluation plan will be two-dimensional, quantitative and qualitative, utilizing the Florida State Adoption Method.

Quantitative: Statistics for the following factors will be gathered:

1. Number of participants in the mentor-training workshops on sites;
2. Number of participants in individual and group counseling sessions;
3. Numbers of contacts made with unions and businesses and their responses;
4. Additional ABE enrollments generated as a result of the project;
5. Development or plans for the development of new ABE classes or on-site programs;
6 Fiscal effectiveness of the program through a report on cost per counselee and cost per contact made (letters, phone calls, special visits).

Qualitative: The evaluator charged with the responsibility of follow-up will determine the quality of methods, materials, and resources developed under grant funds. This will be done through: (1) interviews with a sampling of union and business officials concerning administration and structure of the program; (2) observations of mentor training workshops and group counseling sessions; (3) interviews with 20 percent of the participants in the counseling component concerning the services they were provided, and (4) interviews with a sampling of non-participants (provided through unions and businesses) to determine psychological and real barriers to using the services.

TITLE Adaptation of Project COIGN EMP-10

CONTACT Nancy F. Desmond (814) 231-1061
Director, Continuing Education
State College Area School District
Continuing Education, Adult Basic
Education Program
131 West Nittany Avenue
State College, Pennsylvania 16801

OBJECTIVES

1. To implement the products and associated services of Project COIGN (a 310 project developed by Intermediate Unit #10, Development Center for Adults, Pleasant Gap, PA).
2. To train a selected group of staff and student mentors to utilize the Employability Skills Packet - the product of Project COIGN.
3. To adapt material from the training seminars (5) for use in local ABE program.
4. To meet an inservice and guidance object of the 81-82 program proposal (306) to improve staff capabilities in the area of career counseling and employability skills.

DESCRIPTION

A training seminar (15 hrs.), taught by a member of the staff that originated the project, was presented to staff (7) and student mentors (7) utilizing the contents of the Employability Skills Workshop packet. The staff, with assistance by student mentors, adapted the product for the total ABE/GED clientele. Monthly workshops (3) were scheduled for ABE/GED students as well as former GED completers. Materials utilized are listed in section 14. The student mentor capability proved successful--good catalysts.

FUNDING

$2,894.00 November 1, 1981 - May 30, 1982

TARGET AUDIENCE

Minority ethnic group (ESL students), educational level 6-12, classroom teachers, administrators (supervisor of ABE), counselors, volunteers, paraprofessionals and other student mentors trained with staff

PRODUCT

An Adapter/Adopter grant that implemented a former 310 project was adapted to the ABE Program. Students who enroll in the program have an opportunity to attend a three-session workshop. The Quick Job-Hunting Map, The Self-Directed Search, What Color is Your Parachute, The Three Boxes of Life and other related materials were purchased for participant use and for the permanent collection of the ABE Learning Center. "Pack Your Own Chute" and videotapes for interviewing techniques were utilized.

EVALUATION

1. Summary presented to seminar participants before workshops. Evaluation mailed to completers of seminar.
2. Short form evaluation used with classroom workshops. Participants reply anonymously before leaving session.
3. Workshop participants respond anonymously to long evaluatio form before leaving session.

TITLE A Special Demonstration Project Using the Laubach Literacy Series and Integrated Strategy in Basic English To Facilitate Language Acquisition Skills by Limited English Speaking Adult Learners ESL-1

CONTACT Abbie K. Chang (808) 737-1770
Language Arts Resource Teacher
McKinley Community School for Adults
4471 Wahinekoa Place
Honolulu, Hawaii 96821

OBJECTIVES

1. To inservice teachers in theory and practice of the Laubach Literacy Series.
2. To inservice teachers in the use of different strategies with the Laubach Series.
3. To show gain in language skills proficiency by students in the use of Laubach Literacy Series materials.

DESCRIPTION

The project was divided into four parts: Part I consisted of teacher inservice in the use of the Laubach Series presented in four 6-hour sessions and conducted by the Laubach trainers; Part II was the Practicum where teachers tried out parts of materials as discussed at inservice and evaluated in the light of student responses; Part III emphasized the use of materials and strategies as part of curriculum materials for a length of time; Part IV consisted of evaluation of project including inservice, use of materials and strategies, and student responses to materials and strategies.

Currently, the Laubach Literacy materials are being mainstreamed gradually into the ABE classes by divisions; i.e., Saturday classes first, evening classes, daily classes, and satellite classes. Due to logistic problems in material acquisition and monitoring, it will be necessary to follow a timeline of approximately a 3-year period to install and evaluate the learner effects besides curriculum improvement as projected. Inservice is also being conducted by the Project Director prior to each semester or session. At the present time, Phase I consists of demonstrations, instructional delivery, and material use.

FUNDING

$6,594 October 1980 - December 1980 and April 1981 - June 1981

TARGET AUDIENCE

Asians, Southeast Asians, Filipinos, Samoans; older adults; immigrants; adults with limited English language skills; classroom teachers; principals; and Language Arts Resource personnel

PRODUCT

The principal outcome of this project can be characterized by its materials which indicate a system contributing to the foundation for teaching/learning climate in the acquisition of literacy proficiencies through a knowledge of competencies important in the English language. Its system consists of management, materials, and retrieval procedures that enable the teacher, with inservicing, practice, and creativity, to follow a language program sequentially from grade to grade. Together with an understanding of instructional delivery practices, the language-experience, the specific skills, and integrated skills modes, the Laubach Literacy Series exemplify a model for program intervention in curriculum improvement.

EVALUATION

Field testing is underway at present where implementation is being initiated in the Saturday classes because the population of zero to limited English-speaking adult learners is the highest; the incoming ABE classes scheduled for January 1982, Summer, and September 1982, will experience pre-post testing materials in the series, and studies/attempts will be made to measure growth. It is proposed that this project be conducted for three years or a specified length of time for identified groups to be studied to determine learner effects. Inservicing is ongoing.

TITLE Cultural Awareness Training Project

CONTACT David Hemphill (415) 391-7583
Chinatown Resource Development Center
615 Grant Ave. 4th Floor
San Francisco, CA 94108

OBJECTIVES

1) Identify key cultural groups about whom cultural awareness training is needed.
2) Research existing cross cultural training methods and materials.
3) Develop curriculum design for use in cultural awareness workshops.
4) Conduct 8 statewide regional workshops.
5) Develop and disseminate a cultural awareness resource guide.

FUNDING

$60,084. July, 1981 - June, 1982

TARGET AUDIENCE

Educators; Employers; and Public Agency Workers.

PRODUCT

Cultural Awareness Resource Guide, available in Summer, 1982.
Contact DNAE Clearinghouse (see D-1 (a)).

EVALUATION

Formative and summative evaluations will be conducted re: project development and workshops.

TITLE Supportive Service for Adult ESL Programs ESL-2

CONTACT Dennis Terdy (312) 870-4130
Project Director
Northwest Educational Cooperative CCSD #15
Illinois Statewide ESL/Adult Education Service Center
Arlington Heights, Illinois 60005

OBJECTIVES

Major Goal: to provide supportive services to federal adult education practitioners working with limited or non-English speaking adults. General project objectives fall into four categories.

1. Training
2. Technical assistance and program visitation
3. Dissemination and communication
4. Coordination

DESCRIPTION

Continuation of a three-year staff development project using the Service Center concept as a means of providing ongoing, sequential training. Utilizing a variety of strategies, over 900 federal adult practitioners are served by the Service Center through:

1. Technical Assistance. The project staff provides ongoing consultative assistance by mail, telephone, or in person to 54 federal adult programs throughout Illinois in any area relating to the provision of services to limited English speaking adults.
2. Clearinghouse. A major resource collection of over 6,000 titles has been developed by the Center. This collection is available for use by any federal program throughout Illinois. Borrowing is effected both in person and by mail.
3. Inservice Training. A full year's program of inservice workshops is conducted by the Center. A variety of workshop formats is provided each year.

FUNDING

$100,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Minority ethnic groups (all limited English speaking), classroom teachers, administrators, counselors, volunteers, and paraprofessionals

PRODUCT

Service Center Publications:*

1. An Annotated Bibliography of Adult ESL Instructional Materials
2. A Handbook for the ESL/ABE Administrator, Books 1, 2, 3
3. A Teacher's Planning Handbook for Developing the ESL/ABE Instructional Program
4. A Guide for Conducting an Instructional Process Evaluation of ESL Programs for Adults
5. A suggested materials list (with annotations)
6. An annotated bibliography of tests for use with adult students of ESL (with sample questions and illustrations)
7. The ESL Vessel Newsletter

Other

8. Handouts available upon request list
9. List of ESL/ABE Publishers
10. Sampler packets of innovative adult ESL materials
11. Testing Guidelines and Procedures
12. A Guide for the New Adult ESL Teacher

*Service Center publications are available, free of charge, to federal adult ESL practitioners in Illinois and according to the price schedules for all other persons. Other publications are available to all persons at prices listed on the Publications Catalog and the Handouts Available on Request List.

EVALUATION

1. Teacher observation by teacher invitation only. Trainer must be invited by teacher to observe. Trainer and teacher agree on areas to be observed.
2. Formative evaluation through written evaluation forms and questionnaires (conducted immediately following a workshop, consultation, or other services).
3. Summative evaluation through written evaluation forms and questionnaires and in-depth oral interviews (conducted 8-12 weeks after a workshop, consultation, or other service).
4. Student evaluations (by teacher request) of teacher performance.

TITLE HELP (Handbook for English Language and Paraprofessionals) ESL-3

CONTACT Marilyn Appelson (312) 635-1983
Coordinator
MONNACEP/Oakton Community College
1600 East Golf Road
Des Plaines, Illinois 60016

OBJECTIVES

To develop a handbook for English as a Second Language paraprofessionals and/or volunteer tutors to use as a teaching tool with limited English proficiency adult students (LEP) on either an individual one-on-one level of instruction, or in small groups. The handbook will contain activities and lessons dealing with a variety of communication skills.

DESCRIPTION

Consultants developed:

1. Format and determined areas of the handbook based on experience and information obtained from existing volunteer ESL tutor programs at MONNACEP/Oakton Community College.
2. Guidelines for contributor's submission.
3. Sample teaching activities.
4. Criteria for the acceptance of submissions and for evaluation and field testing of lessons submitted.
5. Letters detailing the project and requesting submissions which were sent to ESL professionals, volunteers, and paraprofessionals. ESL professional organizations, programs, and journals were similarly contacted. Professional meetings were attended to publicize the project. Submissions were edited, and accompanying visuals, exercises, and directions were added to enhance the lessons, where appropriate.

FUNDING

$9,500 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Ethnic minorities, older adults, urban residents, adults with limited English language skills

PRODUCT

The completed handbook is the product developed under the project.

Probable date of completion of the handbook is July 1982. The handbook will be submitted to the Illinois State Board of Education for publication.

EVALUATION

Each submitted activity has been implemented in at least one tutoring session by MONNACEP volunteer ESL tutors with small groups or individual LEP students of varying ethnic origins and proficiency levels. Results of field testing have been very positive. Any problem areas were reexamined and clarification and editing were done on the original lessons. (Mail and phone requests by individuals and groups for copies of the completed handbook reveal the need for this type of manual.)

TITLE ABE/ESOL Staff Development ESL-4

CONTACT Ronald Schwartz (301) 455-2397
Project Director
University of Maryland-Baltimore County Campus
Modern Languages and Linguistics
UMBC 5401 Wilkens Avenue
Baltimore, Maryland 21228

OBJECTIVES

To provide staff development and technical assistance to local ABE/ESOL programs.

DESCRIPTION

Training and technical assistance are provided through the following means:

1. On-site training
2. Conduct of regional or statewide conferences
3. Participation in related workshops/conferences (i.e., state adult education associations)
4. Telephone consultation
5. Handouts
6. The Resource Center (orientation recommendations/assessment of curricular material, loan of materials, etc.)
7. Material displays

FUNDING

$26,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Adults with limited English language skills, classroom teachers, administrators, and counselors

EVALUATION

The project will be evaluated through:

1. Teachers' assessment of training
2. Statistics kept on the following:
    a. Requests for and provision of training of technical assistance
    b. Resource Center use
    c. Project staff participation in related workshops
    d. Evidence of related coordination

TITLE Volunteer Service in ABE/ESOL ESL-5

CONTACT Sally Jackson (301) 279-3554
Coordinator of Volunteer Services
Montgomery County Public Schools
850 Hungerford Drive
Rockville, Maryland 20850

OBJECTIVES

To develop processes and products to extend volunteer services to Adult Education ESOL and ABE/ESOL classes in Montgomery County Public Schools.

To provide technical assistance to other local ABE programs intending to initiate or expand ABE volunteer components.

DESCRIPTION

1. Conduct of orientation for ABE and Adult Education/ESOL teachers in the use of volunteers
2. Conduct of training for volunteers
3. Survey of local ABE programs interested in using volunteers
4. Analysis of response to survey
5. Provision of technical assistance

FUNDING

$10,373 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Adults with limited English language skills, classroom teachers, administrators, and volunteers

EVALUATION

1. Questionnaire will be developed to survey teacher student and volunteer perception of volunteer program participation.
2. Statistics gathered on the following variables: LEAs requesting and receiving technical assistance, teachers receiving orientation in using volunteers, volunteers trained and placed, volunteer hours.

TITLE Demonstration and Teacher Training Project for English as a Second Language ESL-6

CONTACT Redford Union School District #1, Michigan

DESCRIPTION

Seven workshops will be conducted on ESL Level I of one-week duration with a one-day follow-up for 16 participants each. A total of 112 persons will experience a three-hour classroom and participation schedule to be followed by a three-hour lecture/demonstration/hands-on session. Administrators will be permitted to participate without stipend remuneration.

FUNDING

TARGET AUDIENCE

Teachers of English as a Second Language

PRODUCT

Participants in Level I will receive copies of materials developed during the workshop and will also receive copies of curriculum guide and student workbook. Additional copies of curriculum and student workbooks will be available on request at minimum cost.

TITLE Intensive and Extensive Teacher Training Project in English as a Second Language/ Competency-Based Adult Education

CONTACT Ms. Joy Noren (201) 279-4321
Project Director
Paterson Adult Learning Center
175 Market Street
Paterson, New Jersey 07505

OBJECTIVES

To provide intensive CBAE/ESL teacher training, including a year of follow-up, to selected teachers from seven adult centers; and to expose many other teachers and administrators to the CBAE/ESL approach.

DESCRIPTION

Phase I

At the beginning of the project (July 1981) a detailed needs assessment was administered to practicum participants to enable the Project Director to plan for specific ways to meet participants' needs.

Each intensive teacher training practicum at the Paterson Adult Learning Center began with a one-day orientation for the eight participating teachers. Then the two groups of eight teachers were engaged in a two-week hands-on practicum. Daily from 9:00 to 12:00, teachers worked in a competency-based approach with ESL students of all proficiency levels under the supervision and guidance of the Project Director. Afternoons were spent debriefing morning experiences in small groups, reviewing and preparing materials, and planning for the following day. Throughout the two weeks, the participants learned the components of competency-based adult education from a theoretical point of view, discussed videotapes of CBAE/ESL as implemented in the Paterson Adult Learning Center, and critiqued videotapes of their own teaching during the morning sessions.

One aspect of the project that should be highlighted is that the Project Director worked with the practicum teachers in a competency-based approach. There she helped each teacher to set individual goals and to develop personalized plans for achieving them.

Phase II

The Project Director visited each site in September, beginning with a needs assessment of all teachers at the site. She then worked with the two teachers who had participated in the practicum to help them plan ways to assist the other teachers to implement CBAE/ESL.

The Project Director has enhanced the Paterson Adult Learning Center's existing CBAE/ESL program by adding materials and progress assessments and by continuing to work with the Paterson staff. This program was established as a model program and demonstration center, which has been available since October to visitors from around the state.

FUNDING

$39,875 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers

PRODUCT

Among the major outcomes of the fall months of the 310 Project have been the ESL materials development projects created by each Phase I teacher participant. The projects, all of which are based upon a student-centered approach, encompass a wide variety of topics and skill areas and therefore will provide a core of teacher-made materials which will be used by all sites that implement CBAE through the establishment of an ESL student workshop.

Currently, the Project Director and Project Consultant are in the process of authoring a training manual which details the components of the practicum training.

TITLE Technical Assistance Program to Adult Education ESL-8
Title XII 310 Project

CONTACT Elizabeth Buckley (516) 482-8650
Director
Adult Learning Centers
Great Neck Public Schools
105 Clover Drive
Great Neck, New York 11021

OBJECTIVES

1. To establish a toll-free 800 number that eligible ESL teachers can call for information.
2. To plan, develop, and hold two resource days for staff of participating programs to view ESL adult materials/books.
3. To provide on-site technical assistance at 22 Adult Education Act-funded New York State ESL programs. Ten of the on-site visits will be one-day continuation visits. Twelve of the on-site visits will be one-day or two-day for programs new to the ESL Technical Assistance Project. One-day follow-up technical assistance will be scheduled for all programs new to the ESL Technical Assistance Project.

DESCRIPTION

An ESL Information Resource Center, including an incoming 800 number, established at the Great Neck Adult Learning Center, provides information regarding diagnosis, testing, instructional materials, training opportunities. Two resource days provide participating programs with an opportunity to view current books and materials collected at the ESL Resource Center. Information on selection of materials and catalogs and brochures is available. On-site technical assistance visits are developed by a two-member ESL Advisory Team after analysis of individual needs assessments returned by teachers. Visits include classroom demonstrations, staff discussions covering program philosophy, testing, diagnosis and prescription, methodology, instructional strategies, individualizing, small group work, and viewing current books and materials.

FUNDING

$30,000 September 1, 1981 - June 30, 1982

TARGET AUDIENCE

All minority ethnic groups, immigrants, adults with limited English language skills, classroom teachers, and program directors

PRODUCT

Flyers and brochures were developed, printed, and sent to all New York State Adult Education Act-funded programs to explain the ESL Information Resource Center, the Technical Assistance Program and the Resource Day. Interim and final reports were sent to the Unit of Basic Continuing Education, NYS Education Department, Albany, NY. A partial beginning adult ESL bibliography, a Life Skills bibliography, an Information Paper on Grouping, and an up-to-date complete adult ESL and Life Skills bibliography including an index and code were developed for distribution to all participating programs. A bibliography of professional resources will be developed and distributed in the Spring 1982.

EVALUATION

Follow-up technical assistance visits provide opportunity for observation of the implementation of demonstrated strategies, methodologies, and philosophies. Evaluation questionnaires designed to elicit feedback information regarding the effectiveness of the technical assistance visits are sent to all participating staff members. Responses to the questionnaire are tabulated to measure achievements. Input for future activities is requested as part of the questionnaire. Findings of past questionnaires indicated successful achievement of project objectives. One-day continuation visits were an outgrowth of the evaluation questionnaire analysis.

TITLE Spanish Literacy Investigation Project ESL-9

CONTACT Jacqueline Cook (212) 533-5571
Basic Education Director
Solidaridad Humana
107 Suffolk Street
New York, New York 10002

OBJECTIVES

The Spanish Literacy Investigation Project is designed to:

1. Identify Spanish literacy programs throughout the U.S.
2. Identify those materials being used in Spanish literacy instruction.
3. Determine relevant elements between Spanish literacy and English as a Second Language.
4. Recommend a method for piloting Spanish literacy programs.

The investigation will particularly focus on the relationship between Spanish literacy and programs for equivalency preparation in Spanish and English as a Second Language.

DESCRIPTION

This project is in the very initial stage of implementation. The project will rely heavily on information gathered from Spanish literacy projects throughout the U.S. and on the experience of staff and participants in Solidaridad Human's Spanish literacy program. Contact with other programs will be made by phone, mail, and on-site visits. Information collected will include: program philosophy, program design, staff design, instructional materials, instructional methods, participant population, recruitment, intake procedures, measurement, evaluation, achievement, program setting, resources of the host agency, relationship with GED, relationship with ESL, and program costs.

FUNDING

$19,825 September 1, 1981 - June 30, 1982

TARGET AUDIENCE

Hispanic adults, illiterate or low-level reading and writing in Spanish, adults with limited English language skills, classroom teachers, and Basic Education Program administrators with Hispanic participants who are not literate in Spanish

PRODUCT

The products developed by this project are designed to serve persons working in Spanish literacy programs; instructors, counselors, and administrators working in programs involving illiterate Hispanic adults; and any persons interested in developing an understanding of the nature of Spanish literacy in the U.S.

Written products will include:

1. A written list of the major Spanish literacy programs in the U.S. The list will include the program's name, address, and phone numbers, a brief description of the program, and the name(s) of the contact person(s).

PRODUCT (continued)

2. A written list of Spanish literacy materials including the name, a brief description, and the availability of the materials.
3. A written summary of research examining the relationship between native language literacy and learning English as a Second Language.
4. A written summary of the experience of people working with Hispanic ESL students illiterate in Spanish.
5. A written description of a Spanish literacy program model to be piloted in Basic Education programs.

The written products of the Spanish Literacy Investigation Project will be available after July 1982.

EVALUATION

Being an investigation project, the most meaningful way to assess the quality of the products developed is to incorporate input from the projects involved. In order to ensure clarity, completeness, and accuracy of the material included, initial drafts of the written products being developed will be circulated among Spanish literacy program instructors, participants, and administrators for feedback.

TITLE Language Teachers' Workshop ESL-10

CONTACT Deirdre Ruiz (212) 834-3351
Project Director
Language Teachers' Workshop
9 Mason Street
New Hyde Park, New York 11040

OBJECTIVES

To offer special workshops to teachers of English as a Second Language to Adults, designed to meet their regional and educational needs. Basic and Advanced Series will be offered where necessary. Observation conferences are also provided for at least 12 percent of workshop participants.

DESCRIPTION

Workshop leaders, through needs assessment instruments, ascertain design and plan special workshops or series workshops in order to provide structured staff development to ESL teachers in New York State. Workshops include awareness-based activities as well as current methods and techniques in language learning. All LTW facilitators have been involved in presenting activities at conferences and conventions including NYSESOLBEA and ABE consortium.

FUNDING

$15,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers of English as Second Language to Adults in State Funded Programs

EVALUATION

Language Teachers' Workshop provides as evidence of completion and effectiveness of special and series workshops:

1. Attendance registers
2. Pre- and post-assessment instruments completed by the participants
3. Workshop evaluations filled out by workshop leaders
4. Written observation narratives of conferences with participants by workshop trainers

TITLE Improving ABE/ESL Student Goal Attainment Through Vocational and Guidance Counseling and Other Extended Services ESL-11

CONTACT
Arnold F. Stock (918) 743-3381 Ext. 286
Director Adult Education
P.O. Box 45208
Tulsa, Oklahoma 74145

OBJECTIVES

1. To develop positive student self-concepts by providing adequate orientation for the role of the adult learner.
2. To provide counseling and guidance with attention to problem-solving skills and time management techniques.
3. To provide learning resources for the mentally and physically handicapped adult learners.
4. To provide information about and referral to other community agencies which can assist in achievement of learner goals.

DESCRIPTION

The design of this program was developed to provide means for assessing and assisting the adult student's capabilities in eliminating his/her own learning barriers. These resources will be in the form of specialized personnel within the Adult Learning Center as well as affiliation with outside community agencies.

The unique needs of all students will be addressed by the Center's teaching staff. Individual conferences to diagnose, interpret, prescribe, and evaluate each student's strengths and progress will be available each week.

FUNDING

$19,573 Sept. 14, 1981 - June 21, 1982

TARGET AUDIENCE

Mentally or physically handicapped, older adults, ABE educational level, urban residents, adults with limited English language skills, classroom teachers, counselors, paraprofessionals

PRODUCT

None

EVALUATION

A statistical evaluation will be used to indicate the students' utilization of each agency represented in this project.

Students participating in this project will complete a checklist evaluation of their participation and the benefits they received.

Professional personnel participating in this project will be asked to submit a narrative evaluation of their involvement.

TITLE ABE/ESL Program Upgrade ESL-12

CONTACT Colleen Owings (503) 399-5137
Assistant to Associate Dean of Developmental Education
Chemeketa Community College
Developmental Education Department
P.O. Box 14007, Lancaster Drive
Salem, Oregon 97304

OBJECTIVES

1. To implement group-oriented coping skills curriculum for ABE students.
2. a. To further program Apple II computer to meet needs and reduce clerical hours.
   b. To research how effective ABE programs are for 16 and 17 year olds.
3. a. To pull together and document what is currently being used to help students make the transition from ESL to ABE and other programs.
   b. To implement additional methods for helping ESL students make the transition to non-ESL classes.
4. a. To provide more effective level I reading instruction in Outreach.
   b. To provide more effective ESL instruction for Outreach classes.

DESCRIPTION

1. Teach coping-skill lessons that will enrich ABE/ESL curriculums.
2. a. Program computer to further serve program needs.
   b. Conduct a research study to determine the numbers of 16 and 17 year olds that successfully continue with ABE programs.
3. a. ABE and ESL teachers work together to document what is being done that works well, identifies gaps, and implements transition.
   b. Identify and purchase basic skill material for ESL students in non-ESL classrooms.
   c. Materials and methods piloted in a special section of winter and spring terms.
4. a. (1) Finish beginning and intermediate English project.
      (2) Purchase high-interest low-level reading materials.
      (3) Provide reading assistance to Outreach ABE teachers.
   b. Improve 6-hour ESL course outlines and syllabi for levels I, II, and III so they are more concise and easier to follow.

FUNDING

$10,500 October 1, 1981 - June 30, 1982

TARGET AUDIENCE

Limited English proficiency adults

PRODUCT

1. Model coping-skill lessons/packets which can be utilized by teachers in small group settings.
2. A printed follow-up research study on 16 and 17 year olds.
3. ESL 6-hour multilevel course outline and packets.
4. A list of basic skill materials that would especially be appropriate for ESL students making the transition to ABE classes.
5. Newly programmed, upgraded recordkeeping computer disks will be made available to ABE centers throughout the state.

Since our product deadline is June 30, 1982, most of our products will not be completed until then. We would be willing to share products after that time, free of charge or at a nominal cost to cover reproduction/printing costs.

TITLE ESL Teaching Videotape Demonstration Project ESL-13

CONTACT Wayne W. Haverson (503) 754-4317
Assistant Professor
School of Education
Oregon State University
Corvallis, Oregon 97331

OBJECTIVES

The purpose of this project was to produce two English language teaching videotape demonstrations and accompanying workbook materials to be of broadcast quality and to be available for use with limited English-proficient students by paraprofessionals, tutors, inexperienced teachers, and others in classrooms, communities, and home settings.

DESCRIPTION

Representatives from four community colleges in Oregon met during July and August 1981 and prepared the scripts. The script material was based on the Oregon Minimal Competencies: Survival Skills. The scripts were delivered to the University of Washington for filming during September and October 1981. Completed tapes were then field tested with community college refugee/ABE/ESL programs in Oregon, Washington, and Idaho; volunteer groups in Oregon and Washington; and education service districts in Oregon. During January and February 1982 the tapes were field tested with Mutual Assistance Associations and refugee/ABE/ESL students in Oregon.

FUNDING

$11,622 July 15, 1981 - March 1, 1982

TARGET AUDIENCE

LEP minority ethnic groups, rural residents, urban residents, immigrants, adults with limited English language skills, classroom teachers, volunteers, and paraprofessionals

PRODUCT

The completed product includes:

1. Two 28-minute videotapes
2. Teachers' Guide and Expansion Activities
3. Workbook: Student worksheet materials

The completed videotapes are available for viewing at Oregon State University, Corvallis, Oregon, and/or The Oregon Department of Education, Salem, Oregon.

EVALUATION

The evaluation process is twofold:

1. To determine the effectiveness of the tapes by professionals (native speakers).
2. To determine the effectiveness of the tapes as supplements to existing programs (by limited English proficient speakers).

In addition, technical considerations and effective use of media are concerns if additional videotapes are produced.

TITLE Developing and Disseminating a Curriculum in English Language Survival Skills for Pre and Non-Literate Speakers of Other Languages — ESL-14

CONTACT

Patricia Reitz Gual — (215) 382-3700
ESL Program Coordinator
The Center for Literacy
3723 Chestnut Street
Philadelphia, PA 19104

OBJECTIVES

1. To develop a full-time curriculum that will meet the immediate English Language/Survival Skills needs of the recently immigrated pre- and non-literate refugees in Pennsylvania.
2. To develop and conduct ESL teacher training workships that will enable adult educators and paraprofessional volunteers to teach pre- and non-literate refugees, wherever the refugees are located.

DESCRIPTION

Two classes each of 20 Indochinese women of childbearing age were organized under separate funding. Each class, taught by a certified ESL teacher, meets 3 hours daily for 4 days each week. Students were pre-tested and will be post-tested upon completion of the curriculum. In addition, the first eight units were indivdually pre- and post-tested with 14 of the women. The volunteer component of CFL's ESL program provides one-to-one tutoring as required.

The curriculum and brochures describing the videotaped workshop were presented at a seminar at the Mid-Winter Conference and will be offered at three 6-hour workshops for ABE practitioners in April and May.

FUNDING

$30,582 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Indochinese women, immigrants, adults with limited English language skills, women

PRODUCT

The population best served by the curriculum is the newly arrived refugee or immigrant possessing minimal or no skills in English. The videotaped workshop is an effective training tool for persons in areas unserved by ESL trainers. Sponsors of refugees, ABE practitioners and literacy tutors are potential recipients of the strategy.

Emergency English	$4.00
Student Workbook	5.00
Viewers Guide	no charge
Videotaped workshop	$35.000 rental

Available through: Marti Lane
Lutheran Church Women
2900 Queen Lange
Philadelphia, PA 19129

TITLE Bilingual Adult Education Program Development for Texas Project - Phase IV ESL-15

CONTACT Dr. Mark M. Walsh (512) 595-3203
Director, South Texas Adult Education Center
Texas A&I University
P.O. Box 196
Kingsville, Texas 78363

OBJECTIVES

1. Conduct comprehensive analysis of competencies of ESL instruction in adult education.
2. Construct, field test, and develop final instrumentation for measuring ESL competencies in adult education.
3. Describe, explain, and outline how staff development inservice programs can train adult education ESL instructors to improve their competencies.
4. Develop five distinct training modules representing five competency levels of ESL instruction in adult education.

DESCRIPTION

A thorough review of the literature of competencies for ESL instruction in adult education has been conducted. This information used in conjunction with the data collected from a survey of state departments will result in a comprehensive analysis of current ESL competencies for adult instructors. The conclusions of this analysis will be presented to a panel of experts of adult ESL teacher trainers for their review and comment. The panel will determine general competency categories and a certain number of specific minimal competencies of each category.

As a result of the information generated, preliminary instruments will be constructed to measure desired ESL competencies of adult education instructors. The preliminary instrument will be field tested in at least five distinct parts of the State of Texas. In addition, the instrument will be field tested at least once in five different states of the United States. The results of the field tests will be studied and analyzed. Adaptations will be incorporated into the final instrumentation for assessing competencies of ESL instructors in adult education.

Once competencies of ESL instruction in adult education have been identified and instrumentation has been created to measure minimal levels of competency, recommendations are then needed to rectify deficiencies. The final instrument developed could be used to assist the adult education supervisors in the selection of ESL instructors for adult education programs. For each competency category and each specific competency item, available books, pamphlets, and activities will be identified to assist the instructor in self-directed learning exercises. For each competency category, inservice workshop outlines will be developed to assist supervisors in the planning of their staff development programs. College credit training programs (undergraduate and graduate) will be outlined.

FUNDING

$17,974 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Minority ethnic groups, classroom teachers of ESL, and supervisors of ABE

PRODUCT

Products to be developed by this project:

1. A complete list of competencies for ESL instructors in adult education will be developed.
2. A field-tested instrument will be constructed to measure minimal proficiency for each competency identified.
3. Individual training programs will be outlined to remedy each competency deficiency.

EVALUATION

Evaluation will be summative and formative. The Project Director and three Project Assistants will conduct periodic meetings to assess the progress of the work.

The analysis of the ESL competencies identified will be evaluated by a panel of experts to ensure the objectivity of competency selection. Teachers of adults and their program directors statewide will also have the opportunity to evaluate the project through the use of materials in their respective cooperatives. The South Texas Adult Education Center will assume the responsibility for long-term evaluation measures following the conclusion of this project.

TITLE Bilingual Mine Training Curricula ESL-16

CONTACT Richard G. Robinson (801) 637-1994
Mining Department
College of Eastern Utah
451 East 400 North
Price, Utah 84501

OBJECTIVES

1. Translate the Pre-Employment Mine Health and Safety Handbook into Spanish.
2. Prepare an oral Spanish translation of the pre-employment Mine Health and Safety Handbook.
3. Provide bilingual instruction using the English and Spanish versions of the Mine Health and Safety Handbook. This bilingual approach will be developed and made available for group and individualized instruction at three training sites.
4. Assist 35 students in achieving specialized basic educational competencies leading to job placement for persons having limited proficiency in English and their native language.
5. Provide the Utah State Office of Education with copies of all materials and an evaluation of the project for diffusion to appropriate programs.

DESCRIPTION

This project will translate materials and provide pre-employment mine health and safety training on a bilingual basis for adult students having limited proficiency in English and their native language.

FUNDING

Federal - $13,000; Local - $1,380

TITLE ABE/ESL State Staff Development Project ESL-17

CONTACT Larry Tadlock (206) 771-1627
ABE/EST Staff Development Coordinator
Washington State University
c/o Edmonds Community College
Lynnwood, WA 98036

OBJECTIVES

1. Develop a statewide staff/curriculum development program that includes the following major objectives and activities:
   a. To coordinate activities of the Washington Staff Development Advisory Committee in order to share information and activities, delineate needs, and discuss future activities which in turn may be retransmitted to the local institution and to adult educators throughout the state and region in the form of local staff/curriculum development activities;
   b. To design and implement a procedure through which the staff/curriculum development needs and desires of each local program may be assessed;
   c. To coordinate and/or assist staff/curriculum development plans in local programs to provide those activities that meet their needs and desires;
   d. To facilitate staff/curriculum development activities which are largely designed by and for local adult education programs and addressed to each unique situation and particular needs and desires when feasible;
   e. To assist in and contribute to maintenance and expansion of a communication network of adult educators in the State of Washington and throughout the Region X regarding staff/curriculum development activities;
   f. To monitor and report all major staff development activities at the end of each fiscal year.
2. Contribute and assist in the organization, development and training in state and regional staff/curriculum development activities.

DESCRIPTION

Several specific delivery systems have been developed. They include:

1. Local, regional and statewide in-service training workshops;
2. State Staff Development Committee that is made up of one representative from each local educational agency (30). Some committee members are teachers, others are administrators.
3. Professional travel: either travel away from the home school to visit/evaluate other programs or to bring an expert consultant to the local agency.
4. ABE/ESL Administrator Group who meet two or three times annually to address ABE/ESL concerns relevant to program administrators.
5. Region X (Washington, Alaska, Oregon, Idaho) Consortium Staff Development activities that include the X-Change Newsletter, the Summer Conference, and the Consortium Program Evaluation Teams.

6. ABE/ESL Newsletter.
7. Cooperative Competency Based ABE programs with the Department of Corrections.

FUNDING

$75,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers, administrators

PRODUCT

Adult Basic Education and English as a Second Language Instructional Materials Resource Guide. Surveys were mailed to each ABE teacher in the state which requested specific information about curriculum materials which they were using. Information received was compiled and divided into the following categories: 1) ABE Materials; 2) Pre-GED Materials; 3) ESL Materials; 4) Life Skills Materials; 5) Multi-use Materials; 6) Appendices and Matrices. Each listing is completely annotated and contains information about appropriate use, cost, and how the resource can be obtained.

EVALUATION

Method 1. Statewide survey (questionnaire) validated by a representative sample of ABE teachers and administrators.

Method 2. Group assessment by ABE teachers and administrators who attended the Summer Conference.

TITLE Basic ESL-CAI/CMI on the Apple II Plus Microcomputer

ESL-18

CONTACT Joseph Grantham
Instruction
Wenatchee Valley College - Adult Learning Center
1300 5th Street
Wenatchee, WA 98801

OBJECTIVES

To find the fastest and most efficient (therefore most cost-effective) way to lay the language foundation for non-English speakers. To reduce frustration levels for both instructors and students. To expose the students to the computer as a "friend" and relieve some of the usual anxiety/phobia associated with it. To reinforce basic typing skills, reading, direction-following, and spelling accuracy in the process of mastering English.

DESCRIPTION

The basic vocabulary list components have been identified by the "editor". Using the format of one of the authoring language courseware Development Systems (such as that from Bell and Howell) we will prepare segments of tutorial instruction, drill and practice and periodic mastery tests. All of these programs will be stored on disks which will be compatible with our own Apple II Plus microcomputer. The student would simply insert the disk, follow the simple instructions (either by reading from the screen or given orally by the teacher), and proceed at his or her own pace through the material automatically. This process can be done on an individual basis or in small groups of up to three for mutually supportive practice.

When the student begins to run the program, a sentence with a blank will appear under each picture. The student will have to type in the right word, correctly spelled. In this fashion, the student has to be able to recognize what the picture represents, read the sentence, think of the correct form of the word that makes sense, and then type it in correctly. This process involves four distinct learning steps plus the unconscious defeating of the computer/high-technology phobia.

FUNDING

$12,000 October 1, 1981 - June 30, 1982

TARGET AUDIENCE

Indochinese and Hispanic; educational level - from 0 on up; rural residents; immigrants; adults with limited English language skills; classroom teachers; unemployed.

PRODUCT

Resulting from this proposal will be a set of floppy diskettes suitable for use at any location possessing an Apple II Microcomputer (also adaptable to other hardware). These programs will enable the instructor to go directly into CAI/CMI with almost no prior knowledge of programming or the computer. Contained within the program is the capability to collect and maintain records on each student's use of, and progress with, the individual lessons.

The project is being developed, and a final report plus the finished product will be available June 30, 1982.

EVALUATION

During the initial use of our Pictorial Dictionary, we found that it aided significantly in accelerating both the grasp and retention of vocabulary. We were able to determine this very plainly at first hand because we had the advantage of not having to deal with very large numbers of participants. Our evaluations were highly subjective, of course. This was due to the nature of the process but I feel confident, based on 12 years of experience of teaching ESL to adults, that they are quite accurate nonetheless.

By force of the same necessity, the evaluation process of this proposal will closely parallel that used for the Pictorial Dictionary; i.e., person-to-person, day-to-day evaluation and comparison of progress.

At the same time, however, the CMI aspect of the program will enable the instructor to maintain records automatically of how fast and how well the student is progressing. These can be easily matched against others who have not used the programs.

TITLE Vocational English as a Second Language: In-Service Training and Program Support ESL-19

CONTACT Dr. Greg Golden (206) 771-1500
ABE Director
Edmonds Community College
20000 68th Avenue West
Lynnwood, WA 98036

OBJECTIVES

1. To write four sets of working papers and to disseminate them to all Washington State ABE, Vo-Tech, and Indochinese Refugee ESL Programs. The first three sets will be disseminated by January 20, 1982. The last set will be disseminated by April 30, 1982. Each set will deal with a specific aspect of VESL (as described in Methods and Schedule of Events).
2. To provide consultancy services to six ESL programs in the state.
3. To conduct a one-day VESL Workshop by March 19, 1982, at Edmonds Community College for at least 50 instructional and administrative staff members of the previously mentioned programs.

DESCRIPTION

A project announcement will be mailed out by September 15, 1981. It will be two to three pages in length, reviewing the first inservice project and outlining proposed activities.

To meet Objective 1, four sets of working papers, four to five pages each, will be written. These papers will build upon working papers written for the previous inservice project. Themes for the working papers will include curriculum design strategies, lesson planning, and program and student evaluation. The papers will discuss language competencies for getting and maintianing a job, for moving up on a job, and for vocational specific training programs. To the extent that is possible, contributions from ESL programs statewide will be solicited.

To meet Objective 2, programs will be informed of the consultancy services in the project announcement. In addition, the project staff will coordinate closely with SPI in offering consultancy services. Six institutions requested consultancies in the first VESL In-service Project.

To meet Objective 3, a keynote speaker will be invited to the workshop. In addition, presentations will be solicited from state programs and organizations involved in VESL projects.

FUNDING

$11,719 September 1, 1981 - June 30, 1982

TARGET AUDIENCE

Older adults, adults with limited English language skills, classroom teachers, administrators.

PRODUCT

Working Papers in Vocational ESL

Papers available to date include:

*Research Instruments and Data Collection
*Deciding What To Include in a VESL Curriculum
*Developing a Method for Student Evaluation in a VESL Curriculum
*VESL Lesson Planning
*Job Placement: The Role of the Job Developer

The papers in this series, as well as information on the Inservice Project in general, are available from:

David Prince and Julia Gage
Vocational ESL Project Coordinators
Edmonds Community College
20000-68th Avenue West
Lynnwood, WA 98036

Working Papers Series Available to Date
(including those written under previous years funding):

*Research Instruments and Data Collection
*Deciding What To Include in a VESL Curriculum
*Developing a Method for Student Evaluation in a VESL Curriculum
*VESL Lesson Planning
*Job Placement: The Role of the Job Developer

All papers are presently available at no cost. Three additional papers are forthcoming.

EVALUATION

Success of the project will be based upon specific criteria measurement as stated in the objectives. In addition, a written summary of feedback forms from participants on site visits and in the workshop will be given.

TITLE Demonstration Project for Utilizing Volunteers in ABE/ESL Programs ESL-20

CONTACT Annette Laico (206) 447-3623
Executive Director
Washington Literacy, Inc.
107 Cherry Street, Suite 615
Seattle, WA 98104

OBJECTIVES

1. To assess and evaluate the present use of volunteers in the ABE/ESL programs in King County (and to a lesser degree throughout the state).
2. To develop a workable model for the use of volunteers in ABE/ESL programs.
3. To develop a management and training workshop for ABE/ESL programs.
4. To develop a handbook for utilizing, managing, and maintaining volunteers.
5. To distribute the handbook and conduct workshops for ABE/ESL programs requesting assistance.

DESCRIPTION

A steering committee composed of ABE/ESL administrators, teachers, volunteers and professional volunteer managers is providing input to the project. The results of the project will be a handbook and workshop on the topic of volunteer management. The steering committee is helping to decide the topics that should be covered in the handbook and workshop, helping with the research, and suggesting resources (materials and people) for the workshop.

After an initial meeting, the grant coordinator will maintain communications with the steering committee through monthly written reports on the progress of the research and plans for the workshop.

The coordinators are in the process of sending a summary of the initial meeting to the steering committee members. A survey on the utilization of volunteers in ABE/ESL settings is being sent to community colleges and Voc-Techs.

FUNDING

$8,600 October 1, 1981 - June 30, 1982

TARGET AUDIENCE

Educational level ABE programs and students, adults with limited English language skills, classroom teachers, administrators and volunteers

PRODUCT

The handbook on volunteer management in ABE/ESL settings will give ABE/ESL administrators guidelines on:

Planning a volunteer program
Recruiting volunteers
Screening and orienting volunteers
Training volunteers
Managing a volunteer program
Evaluating a volunteer program

It will present current models of volunteer programs in ABE/ESL settings in Washington State.

The workshop will cover the same topics, and will also help establish cooperation among and communications between the community colleges and voc-techs which are planning volunteer programs.

The long-range outcome of the grant will be expansion of learning centers (as volunteer programs are established). The direct outcome will be instruction for ABE/ESL administrators.

Handbook will be available at no cost, July 1, 1982.

EVALUATION

1. The workshop will be evaluated by a questionnaire completed by participants. The effectiveness of both the handbook and workshop will be evaluated on an on-going basis by Washington Literacy maintaining personal and telephone contact with recipients to determine their need/desire for further training and/or technical assistance on the topic of Volunteer Management.

2. Project objectives #1 and #5 are measurable.

TITLE Home Telephone Learning Center GED-1

CONTACT Rita Tybor (815) 933-0202

Kankakee Community College
P.O. Box 888 River Road
Kankakee, Illinois 60901

OBJECTIVES

To develop and implement a high school completion program using daily individualized telephone instruction and bimonthly home visits.

DESCRIPTION

Students receive daily individualized telephone instruction and preparation for General Education Development exams. Home visits are utilized to register students, deliver instructional materials, and provide practice tests.

FUNDING

$19,292 August 24, 1981 - May 31, 1982

TARGET AUDIENCE

Handicapped lacking mobility and GED students (pre high school)

PRODUCT

Final report will analyze the effectiveness of telephone instruction for General Education Development students. This may be of interest to other telephone teaching programs.

Final report - June 30, 1982

Kankakee Community College
P.O. Box 888
River Road
Kankakee, Illinois 60901

EVALUATION

Assessment of student achievement by number of graduates, retention rate, and transfers to other programs.

Analysis of student satisfaction with the program through the use of a written questionnaire.

Evaluation of delivery system by staff members with the completion of written questionnaire.

TITLE Staff Development Training for GED Staff GED-2

CONTACT Stanley Weissman (301) 287-6060
Director of Reading and GED
Cecil Community College
1008 North East Road
North East, Maryland 21901

OBJECTIVES

To conduct regional staff development workshops for GED teachers in identified need training areas.

DESCRIPTION

To determine the training needs of GED teachers; conduct regional workshops in identified training needs areas; evaluate effectiveness of training.

FUNDING

$31,966 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers and administrators

EVALUATION

The project will be primarily evaluated through determining the effectiveness of training. "The Equivalent Materials Design" (pp. 46-47 Campbell & Stanley, Experimental and Quasi-Experimental Design for Research) will be used to assess teacher knowledge, skills, and information.

In addition, process evaluation will occur through analysis of periodic progress toward accomplishment of objectives.

TITLE Holmes County Homebound Project

CONTACT Willie L. Thomas (601) 834-2175
ABE Supervisor
Holmes County Schools
Olive Street, P.O. Drawer B
Lexington, Mississippi 39095

OBJECTIVES

1. To upgrade the work potential of the adult.
   Provide opportunities for adults to extend their particular subject interest, such as industrial science projects.
2. To provide for self-improvement to enable students to better meet their adult responsibilities.
   Offer courses and programs to develop increased understanding of the self.
3. To offer supplemental educational opportunities to eliminate inability of adults to speak, read, and write.
   Use homes as centers for training and upgrading basic communication, reading, and writing.

DESCRIPTION

Programmed instruction and flexible scheduling of class activity provides for individualized instruction with the student working at his own pace. The subject matter will be determined by the interest and need of each student. The program will provide organized review in all of the basic education areas and each of the areas covered on the GED test. Classes will meet throughout the Holmes County area, and will be taught by certified teachers from the Holmes County School District. This program will serve the homebound ABE students of Holmes County that are unable to attend the regular ABE classes.

FUNDING

$4,971.93 October 5, 1981 - June 30, 1982

TARGET AUDIENCE

Homebound ABE students, ABE teachers

EVALUATION

The Holmes County Adult Basic Education (Special Project) Program evaluation will include the number of students enrolled in the program and the number of students that make noticeable progress in each area of study at the conclusion of the program and also the number of students that successfully complete the GED test during or at the conclusion of the program.

TITLE Project Giant Step GED-4

CONTACT Jim Morgan (817) 322-6928
Director of Adult Education
Region IX Education Service Center
301 Loop 11
Wichita Falls, Texas 76305

OBJECTIVES

1. The main purpose of the project is to offer GED-level instruction through the newspaper to adults who are working below the 12th grade level and who have no access to a GED class.
2. To determine whether such a delivery system is feasible and practical for statewide application.

DESCRIPTION

Develop:

1. Twelve mini-GED lessons for newspaper print
2. Project operating manual
3. Forty sets of camera-ready mini-lessons
4. Master negative for future duplication
5. Final documentation form

The above steps are pre-implementation steps. The mini-lessons are published in local newspapers. Persons participate (enroll) by reading lessons, answering questions, and calling a toll-free number to get answers. Staff members meet with students in local communities periodically to check progress and assist individuals with problems. Upon completion of all 12 mini-lessons, a person is administered a pre-GED test to determine readiness to take actual GED test. Those students who are not ready are given appropriate counseling or assistance.

FUNDING

$17,591 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

All target populations

PRODUCT

1. A series of 12 camera-ready GED mini-lessons.
2. A negative of the 12 GED lessons which will allow for ready duplication.

EVALUATION

1. Statistics for each GED newspaper site will be used for project evaluation for verification of the following:
    a. Number of inquiries
    b. Number of enrollees
    c. Number of contact hours
    d. Number of GED recipients
2. A student evaluation will be employed to get feedback from students who participate.
3. A quarterly evaluation will be submitted to TEA which will be used as a project status update.

TITLE Adult Basic Education by Correspondence GED-5

CONTACT William Sterling (509) 575-2430
Associate Dean Outreach & S.P.
Yakima Valley Community College
1514 W. Nob Hill Block
Yakima, Washington 98908

OBJECTIVES

1. To design 24 course components for a GED correspondence course of study in English, math, reading.
2. To program a micro computer to handle the necessary recordkeeping chores and course data.

DESCRIPTION

We will prepare ten sequential units in English, ten in math and four in reading for use in a correspondence program in adult basic education.

We will program a micro computer in visocalc to handle recordkeeping and program/student tracking demands.

An assessment of programs at other institutions will be reviewed. This assessment will include material, methods, films, publicity, costs, testing and evaluation, and student tracking. A visitation is planned to at least three other colleges involved in correspondence activity. To date, we have developed the ten math units.

FUNDING

$11,525 September 1981 - June 1982

TARGET AUDIENCE

Handicapped (physical), minority ethnic group, educational level fourth through GED, rural residents, urban residents, correctional, immigrants

PRODUCT

We will develop 24 course components for a GED correspondence course in English, math, and reading. Ten units will be in English, ten units will be in math, and four units will be in reading.

We will program a micro computer to handle necessary recordkeeping chores and course data.

This program is designed for the individual who for reasons of physical handicap, transportation, child care, etc., cannot attend one of our regular adult education centers.

EVALUATION

Appropriate YVCC staff committee will be formed to evaluate final product for general use in developmental education.

All units will be field tested in a correspondence program in YVCC district for their effectiveness.

TITLE Regional Adult External High School Diploma Program

CONTACT Joan Abeshouse (203) 847-3873
Program Manager
Cooperative Educational Services
11 Allen Rd., P.O. Box 2087
Norwalk, Connecticut 06852

OBJECTIVES

1. Continue providing a competency-based alternative route to an adult high school diploma to adults in the 14-town Cooperative Educational Service region.
2. Increase the number of persons who avail themselves of remedial resources in basic skills after the program's diagnostic phase and return to complete diploma requirements.
3. Promote local awareness, acceptance, adoption, and implementation of this program statewide.
4. Explore expanded recruitment/referral strategies.
5. Provide technical assistance to newly established programs in Fairfield and Hamden.

DESCRIPTION

This program has a specifically described format and materials developed by the New York State External Diploma Program. In addition to operating the program, project staff continuously conduct regional activities designed to build a) awareness and acceptance of this diploma alternative; b) remedial resources for participants; c) networking of all External Diploma programs as new sites are established statewide. Conferences, newsletters, media releases, individual contacts are strategies used to reach the following agencies and individuals: target population, adult education directors, high school guidance personnel, board of education and superintendents, area post secondary and training institutions, social service agencies, and regional business/industry/labor.

FUNDING

$35,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Adults lacking high school diplomas and adult education directors

PRODUCT

1. Follow-up survey of graduates 1980-1981
2. Reports to State Department of Education 1979-1980 and 1981
3. Regional needs assessment
4. Newsletters (all available at cost of duplication)

EVALUATION

1. A follow-up survey of graduates is conducted one year after diploma is earned.
2. Project staff, with consultative input from the Department of Research and Evaluation of Cooperative Educational Services, is carrying out appropriate activities for straightforward monitoring of actual outcomes, including the recording of:
   a. Number of persons awarded diplomas
   b. Number of students utilizing remedial resources
   c. Number of school boards authorizing diplomas
   d. Expanded recruitment and referral strategies
   e. Technical assistance to newly established programs

TITLE External High School Diploma Program

CONTACT Lyngrid Smith Rawlings (202) 724-4749 or 50
Director
Miner Support Services Center
601 15th Street, N.E.
Washington, D.C. 20002

OBJECTIVES

The three major objectives of this year's program are:

1. To pilot test this program's concepts and contents
2. To graduate between five and ten candidates
3. To obtain approval from the Board of Education to incorporate this program as a third alternative for self-directed D.C. residents to acquire a high school diploma.

All of these objectives are interrelated, but each requires that the adults first enter the program by going through the diagnostic/counseling phase, second being assessed in all the generalized and one individualized area, and finally completing the life/career action plan.

DESCRIPTION

This project: (1) assesses adults' entry academic and life skills competencies using the Adult Performance Level assessment; (2) assesses their career interests, abilities, and values using the Harrington/O'Shea Career Decision Making instrument; and (3) assesses their self-concept using the Literary Self Portrait. Upon acceptance into the program, the candidate uses locally developed assessment tasks in the areas of health, social/political consumer/producer and career assessment/occupational knowledge. Adults must also demonstrate competence in an individualized occupational/vocational area to ensure that they have the essential skills to be self-sufficient. Finally, candidates must develop their five-year life/career action plan to map out their strategy for career advancement and personal fulfillment.

FUNDING

$38,957 October 1, 1981 - June 30, 1982

TARGET AUDIENCE

Functionally competent, self-directed urban resident adults

PRODUCT

The project has produced many products which can be used as an integral part of the External High School Diploma Program or can be used independently. Initially a life skills curriculum was developed as the backbone of the program. That curriculum can be used as the basis for any life skills basic education or GED preparation program. During the pilot phase, all curriculum, assessment tasks, commercially prepared and locally produced materials are being assessed. Changes will be made based on input made by key adults.

PRODUCT (continued)

To date the research that was required to develop this program has been used to develop the papers listed below which have been presented at numerous local and national workshops and conferences. These papers can be provided upon request.

1. Life Skills Diploma Program/Urban Styled
2. Demonstrating Vocational Competency Using Applied Performance Testing
3. Adult Career Counseling--A Vehicle for Self Fulfillment
4. Adult Career Resource and Assessment Center (proposal)

EVALUATION

The External High School Diploma Program is an assessment program which assesses adults competencies in academic, life and careers skills. Both problem solving techniques and knowledge of self are also assessed.

For the initial screening in this program we use two commercially developed instruments and one locally developed instrument. We use the Adult Performance Level Assessment (100 items) and the Harrington/O'Shea Career Decision-Making instrument. We found that individuals who score below the APL 3 score need an instructional support system to complement their research efforts. The Literary Self-Portrait is used to assist their knowledge of self.

Both the Life Skills Assessment tasks and individualized occupational/vocational tasks are based on the belief that knowledge is valid whatever the source. Individuals must be able to complete the prescribed tasks regardless of how they acquire the knowledge needed. If the knowledge already exists, then they use it; if they do not have the knowledge, they must research to acquire it. Based on the Board of Education approval and incorporation into the system, revisions will be made as needed.

The Five Year Life/Career Action Plan is the final task the candidates must perform. To complete the tasks the candidates must employ the knowledge documented earlier in the program, to map out a strategy which will ensure career advancement and personal fulfillment.

TITLE Maryland Adult External High School Diploma Program H-3

CONTACT Ms. Georgie Guevara (301) 749-8206
Director
Wor-Wic Tech Community College
820 Main Street
Salisbury, Maryland 21801

OBJECTIVES

1. To register 500 and graduate 125 people per funding year in the Maryland Adult External High School Diploma Program.
2. To administer the External Diploma (XD) Program exactly according to the model presented by the Maryland State Department of Education.

DESCRIPTION

The model is trained to a carefully selected staff by the MSDE. Each staff member, acting as an advisor or assessor, administers the XD program to self-presented and registered clients from a three-county region on the Eastern Shore. Weekly staff meetings are held to resolve any assessment dilemma. Graduate portfolios are checked by peers and state monitors. A yearly evaluation occurs by the State during which assessor accuracy is measured and compliance is established.

FUNDING

$75,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Educational level less than high school credential

EVALUATION

The goal of this project is to offer an alternate program leading to a high school credential for those adults who do not have one. The center is established and obliged to serve 300 adults and graduate 125. Statistics on the success of this objective are collected bi-weekly, quarterly, and in an annual report. Compliance with the XD assessment model is measured regularly within the center and annually by MSDE and a team of evaluators. MSDE conducts a follow-up (6 months after completion) on each graduate.

TITLE Adult Performance Level High School Diploma Program

CONTACT Gerald E. McGrain (617) 799-3091
Director of Extension Programs
Worcester Public Schools
20 Irving Street
Worcester, Massachusetts 01608

OBJECTIVES

1. Identify community resources
2. Identify and develop new materials
3. Provide assessment and instruction
4. Develop inter-agency linkages
5. Provide staff development
6. Develop a resource bank
7. Provide student counseling
8. Evaluate programmatic performance

DESCRIPTION

The Worcester Adult Learning Center utilizes the Adult Performance Level (APL) Project developed by the University of Texas in Austin. The APL model of functional competency is a two-dimensional process of assessing academic skills such as reading, computation, writing, problem solving, and interpersonal relations intertwined with assessment of life skills in the areas of consumer economics, community resources, occupational knowledge, government and law, and health. This model is a complete system from diagnosis through credentializing.

All students are administered the Test of Adult Basic Education (TABE), published by McGraw-Hill, to determine a reading and math level. Clients entering the CBHSD Program are administered the APL Assessment published by the American College Testing (ACT) Program. Students who complete the program must demonstrate competency by performing 42 specific tasks.

FUNDING

$14,250 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Handicapped (limited), older adults, adults with no high school diploma, and urban residents

PRODUCT

A brochure describing the program has been sent to many businesses, industries, and social agencies within the Worcester area. The project is also developing an assessment book for use by staff. A resource bank is being developed listing community linkages.

Assessor's Manual - development date is late February 1982, cost to be determined.

EVALUATION

Evaluation of the project shall consist of a student evaluation form completed by all students finishing the CBHSD Program. An additional 6-month evaluative instrument will be requested from all participants who complete the program. Results of these evaluative reports will be collated and submitted to the Regional Supervisor no later than May 30, 1982.

All students in the CBHSD Program with 12 hours or more of attendance will be asked to complete an evaluative form. These results will also be collated for the aforementioned report. Staff members involved with the CBHSD Program will be asked to evaluate the program in narrative form as well as on a rating scale.

All student work will be subject to a stringent review by the principal of the high school issuing the diploma or designee and the head guidance counselor at that school.

The Adult Learning Center will actively cooperate in a statewide evaluation of the CBHSD Program.

TITLE Adult Diploma Program

CONTACT William Stickney
Director of Adult Education
Adult Learning Center
Pittsfield Public Schools
Pittsfield, Massachusetts 01201

OBJECTIVES

1. To serve 65 adults in need of a high school diploma.
2. To graduate 25 adults in the Adult Diploma Program by June 30, 1982.

DESCRIPTION

This is a competency-based high school diploma program modeled on the Texas APL Diploma Program with local modifications.

This assessment process has three parts:

1. Knowledge of five knowledge areas as defined by the APL Diploma Program.
2. Performance of 42 tasks.
3. Assessment of individual competency in advanced academic training, occupational knowledge, or homemaking.

At present there are 35 active participants at various stages of assessment.

We have developed a local competency writing requirement as well as local requirements in individual competencies.

FUNDING

$12,500 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Physically handicapped, educational level 8.0 or above, and urban residents

PRODUCT

Products and practices to be developed will be in the area of assessment.

Publicity material plus local forms used were disseminated at the National Competency-Based Education Conference in Boston, Massachusetts (January 27-29, 1982).

Our experiences will be written up and distributed in Massachusetts. This will include all information in evaluation.

EVALUATION

We will use the following in evaluating the success of the program:

1. Entrance and exit scores in English, reading, and mathematics as measured by TABE.
2. Number of clients entering and completing program.
3. Length of time needed to complete program.
4. Comparison of attendance, retention, entrance and exit scores of ADP and GED clients.

TITLE Lowell Adult Diploma Program (LADP)

CONTACT Frederick A. Abisi (617) 458-9007
Director of Adult Education
Lowell Public Schools
Paige Street Annex
Lowell, Massachusetts 01852

OBJECTIVES

1. To increase the number of students from LADP from 80 to 120 by June 1982.
2. To expand the number of LADP graduates from 25 to 50 by June 1982.
3. To upgrade and modify the LADP Manual during fiscal year 1981-82.
4. To disseminate information about the LADP to other programs.
5. To conduct follow-up studies on all LADP graduates.

DESCRIPTION

1. a. Advertise in the Lowell Sun newspaper; send letters and brochures to potential candidates.
   b. Inform at least 20 personnel managers, business and community leaders of LADP and its availability to their employees.
2. a. Train three additional assessors to accommodate more clients.
   b. Recruit students in the GED program and other adults with a variety of life experiences who are better suited for LADP.
3. a. Improve assessment procedures.
   b. Conduct workshops with LADP staff to discuss revisions of LADP and the LADP Manual.
4. a. Meet with staffs from other adult diploma programs to discuss mutual problems and possible solutions.
   b. Prepare a slide/tape presentation of the LADP process for the national CBAE Conference for publication.
5. a. Compile statistical data on LADP graduates from questionnaires they completed upon graduation.
   b. Prepare and send a second questionnaire to graduates 9 months after completion of LADP to obtain feedback of their experiences since graduation.
   c. Present the statistical data to the Superintendent of Schools and the Lowell School Committee to maintain their support of LADP.

FUNDING

$12,500 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Hispanics; Occupational Rehabilitation Group, Inc.; older adults; educational grade levels 8-12; urban residents; adults with limited English language skills

PRODUCT

The Lowell Adult Diploma Manual (soft cover) is available upon request for $25.00, including postage and handling. Checks should be made payable to: Lowell Adult Education Program.
The Lowell Adult Diploma Program
Adult Education Center
Lowell High School Annex, Paige Street
Lowell, Massachusetts 01852

TITLE External Diploma Program

CONTACT Suzzane Piscitello (617) 683-2785
Assistant Superintendent
Lawrence Public School System
231 Essex Street
Lawrence, Massachusetts 01840

OBJECTIVES

To provide an alternative to the traditional four-year approach for obtaining a regular high school diploma. This competency-based educational program is designed for out-of-school youths and adults to increase their employment capabilities.

DESCRIPTION

The Lawrence project is an adoption of a program originating in New York State. It involves assessing the skills of clients in 64 competencies found to be necessary for successful high school completion. In order to complete the program, the candidate must also demonstrate proficiency in an individual skill to ensure future employability.

FUNDING

$12,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Non-high school educational level

PRODUCT

The staff is currently working on a checklist for assessing a client's self-awareness by analyzing a television production. This is in process to serve clients who are unable to meet present program requirements (i.e., attendance at a live performance) due to a lack of artistic performances in their residential area.

Once completed, the checklist will be made available to Adult Diploma Programs operating in Massachusetts throughout the Massachusetts Adult Diploma Network.

EVALUATION

The program follows the assessment techniques designed by the Regional Learning Service, a division of the Syracuse Research Corporation under a grant from the New York State Educational Development Center through the Adult Education Act.

TITLE New Bedford Adult Diploma Program

CONTACT Elaine Feingold (617) 999-3012
Director
New Bedford Public Schools
455 County Street
New Bedford, Massachusetts 02740

OBJECTIVES

1. To provide an alternative competency-based high school diploma program to adults in Greater New Bedford.
2. To produce instruments for demonstration of communications and computation competencies.
3. To refine methodologies for awarding high school credit for life skills in a Carnegie Unit system.
4. To perform follow-up studies on graduates.

DESCRIPTION

After an orientation to the program, the basic skills of each candidate are assessed by his/her diploma consultant.

The first requirement is that each candidate must demonstrate a reading level of at least ninth grade as measured by the Fry Readability Scale. The newly developed Reading Assessment exercises are based on life skills and basic competencies. Each candidate must read and successfully pass with 70 percent five skill area exercises: using the telephone directory, reading a map, reading a newspaper, using a dictionary, and prose reading. Should a candidate fail to earn a passing score, he/she is referred to the New Bedford Evening High School, the Adult Learning Center, the New Bedford Skill Center, or a reading tutor for remedial work. The student is retested when ready.

The second requirement is that each candidate demonstrate an understanding of and the ability to perform the operations of addition, subtraction, multiplication, division of whole numbers, fractions, decimals, and percents. A basic understanding of algebra, geometry, and the ability to read graphs is also required.

The third requirement is that each candidate must compose two written reports of approximately 250 words each.

The fourth requirement is the passing of a spelling and grammar exam with at least 70 percent correct responses.

In addition to the requirements enumerated above, each candidate must either document the successful completion of a U.S. history course, or must enroll in and pass that course while in the program.

FUNDING

$12,500 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Non-high school graduates at least 22 years old

PRODUCT

Products and practices developed serve adults who wish to earn a high school diploma in a manner and timeframe consistent with their needs. Assessment instruments for communications and computation competencies have been developed. Methodologies for awarding Carnegie Units in life skills areas have been produced and are in the process of constant updating and revision. A comprehensive evaluation instrument has been developed.

1. Annual Reports 1978-1981 are on file at the Massachusetts Department of Education, Bureau of Adult Services, and the New Bedford Public Schools, Division of Adult Education. Cost undetermined.
2. Life skills competency-based Reading Assessment available from Adult Diploma Program office, cost undetermined.
3. Evaluation questionnaire available from Adult Diploma Program office, cost undetermined.
4. Activities packet for Family Health and Education life experience credits, being revised.

TITLE SCALE Alternative Diploma Program

CONTACT Donald Baptiste (617) 625-1335
Coordinator, Continuing Education
Somerville Public Schools, Project SCALE
99 Dover Street
Somerville, Massachusetts 02145

OBJECTIVES

The objective of the Alternative Diploma Program is to award a minimum of 40 uncredentialed individuals with high school diplomas. This credentialing process will be accomplished through the evaluation of 64 competencies. The program will follow the model established by the New York Program.

Another major objective is to expand the SCALE ADP and promote the concept of competency-based education with the local community and its neighbors.

DESCRIPTION

The ADP program offers no instruction. It is an assessment system through which adults can earn a high school diploma and receive credits for occupational or vocational skills learned through previous employment or life experiences. Students must demonstrate 64 generalized competencies by applying academic skills in reading, writing, and computation to five performance-based "tasks." SCALE has adopted and adapted the New York model of the Alternative Diploma Program. All tasks and assessments are done individually. Diagnostic testing may be done in small groups and can be completed in one to three weeks. The entire process could be accomplished in as little as ten weeks.

Currently we have 19 applicants and 25 candidates active in our program. There have also been a total of 149 inquiries as of the middle of January. We have 9 working on tasks, 11 in post-task assessment, and 5 already in final assessment.

FUNDING

$12,500 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Older adults, high school secondary educational level, and urban residents

PRODUCT

Dissemination for the program is accomplished through press releases in the two Somerville newspapers and through the Cambridge Chronicle. The Warner Cable in Somerville advertises our program on a continuing basis. We have created our own posters and flyers which are distributed through the local cities and towns (mainly through the local libraries and community resource centers).

We have also developed a slide program which highlights our ADP center and the available programs that the center offers to our ADP graduates.

EVALUATION

Total program evaluation will include a monitoring report, and a questionnaire distributed both at the end of the program and six months after graduation. In addition, our Advisory Council Subcommittee will evaluate the program and submit a report, based on discussion with assessors and students, and the collection of data.

TITLE External Diploma Program H-10

CONTACT Patrick O'Leary (406) 442-2571
Supervisor, Adult Learning Center
Helena School District #1
529 North Warren
Helena, Montana 59601

OBJECTIVES

1. To establish the New York State Adult External Diploma Program in Helena, Montana.
2. To provide a vehicle for transfer of the External Diploma Program to Kalispell and Glendive, Montana.

DESCRIPTION

The External High School Diploma Program is a competency-based alternative high school credentialing program for adults who have acquired skills through their life experience and can demonstrate these skills in applied performance tests. The New York State model has been adopted for this project in its entirety. Staff members have been trained both in Montana and back in New York by the New York personnel.

Approximately 50 adults will be served by the project, with at least 30 of them from Helena and 10 each from Kalispell and Glendive. Adults who successfully complete the program will receive Helena School District #1 diplomas.

FUNDING

$15,000 September 1, 1981 - June 30, 1982

TARGET AUDIENCE

Minority ethnic groups, mainly American Indian; handicapped; older adults; educational level K-12; rural residents; urban residents

PRODUCT

The result of this project will be that uneducated adults in Helena and other communities in this state will have an ongoing way to receive a regular high school diploma from their local school district. It is considered by the project staff at this point that the persons best served by this procedure are the older, more mature adults in the community who have had a number of years in the job market.

EVALUATION

The effectiveness of the project will be determined by how many adults in Helena, Kalispell, and Glendive complete the diagnostic, assessment, and advanced placement components of the External Diploma process and qualify for Helena School District diplomas.

TITLE Installation and Operation of the New York State External High School Diploma Program

CONTACT Gerardo Franciosa (716) 278-5718
Adult and Basic Education Project Administrator
Niagara Falls City School District
901 24th Street
Niagara Falls, New York 14132

OBJECTIVES

1. Install and operate the New York State External High School Diploma Program model at the Niagara Falls Adult Community/Continuing Education Center to service target adults in the Western New York Region.
2. Explore alternative sources of funding for the External Diploma Program upon completion of project funding and to develop a master plan of funding for this program before the close of the project year, June 30, 1982.

DESCRIPTION

The following approach has been used in implementing this project:

1. Training of staff members in the use of the External Diploma Program (EDP) model.
2. Establishment of recordkeeping system for the project, following EDP model guidelines.
3. Publicity for recruitment of applicants/candidates to the EDP.
4. Intake testing by the advisor to determine eligibility for the EDP.
5. Diagnostic testing with learning recommendations.
6. Assignment of tasks with evaluation upon completion along with spot checks using materials from EDP model.
7. Post task activities assigned where skills have not been 100 percent demonstrated.
8. Completion of portfolios with two reviews (approximately 3 months).
9. Recommendation for local high school diploma.

FUNDING

$20,000 September 1, 1981 to June 30, 1982

TARGET AUDIENCE

Economically and educationally disadvantaged, physically handicapped, educational level 8 and up

PRODUCT

Since this project has involved the installation of the External High School Diploma Program model developed by the Syracuse Research Corporation (SRC), all of the training, methods, materials, and follow-up services are provided under contract.

Recruitment and publicity materials have been developed by project staff for use locally.

EVALUATION

The External High School Diploma Program (EDP) model has been validated nationally after appropriate research, development, field testing, and collection/analysis of data.

This model has a built-in evaluation system for applicants and candidates. The system consists of diagnostic testing, including an achievement test, a writing assessment, a self-evaluation, an occupational survey, and an occupations finder assessment.

The first objective has ongoing evaluation through the use of the EDP model procedures. These procedures include: an accurate, ongoing recordkeeping system which provides statistics and other information for reports and evaluation; and ongoing review and updating of individual student records and portfolios that will support the final recommendation of approval for the local high school diploma.

The New York State Division of Continuing Education is monitoring the EDP through assigned staff members and through its contracting agency, Syracuse Research Corporation (SRC). The SRC staff are providing continuous technical assistance, evaluation, and program monitoring.

TITLE External High School Diploma Program (EDP)

CONTACT Elizabeth Buckley (516) 482-8650
Director
Adult Learning Centers
Great Neck Public Schools
105 Clover Drive
Great Neck, New York 11021

OBJECTIVES

1. To accomplish all preparatory administrative processes which must be in operation prior to the initiation of the External High School Diploma Program (EDP); e.g., training, publicity, etc.
2. To ensure the proper management, evaluation, and integration of the EDP into the Great Neck Adult Learning Centers (GNALC).
3. To ensure the expected outcome of 50 enrollees and 40 EDP graduates.

DESCRIPTION

Following the intake procedures of the GNALCs, all prospective enrollees are tested in reading and arithmetic. Those who meet the criteria of 8.0 (reading/arithmetic) or better are then considered program applicants. Following successful completion of a writing test, they become EDP candidates and proceed to work on a series of five selected tasks in seven areas of competence: communication, computation, self awareness, social awareness, consumer awareness, scientific awareness, and occupational preparedness. When the competencies involved in the tasks have been demonstrated, candidates then select and demonstrate an individualized skill (occupational/vocational, specialized, advanced and academic). Once required tasks and skills have been satisfactorily demonstrated, each candidate is assessed by a specialist. If their portfolios are deemed satisfactory, they are recommended to the local school board for the awarding of a regular, local high school diploma.

FUNDING

$20,000 September 1, 1981 - June 30, 1982

TARGET AUDIENCE

Blacks and Hispanics, older adults with no high school diploma, urban residents

EVALUATION

1. All data on program enrollees (pre-applicants, applicants, candidates and graduates) are being coordinated, and all statistics are calculated and analyzed on an ongoing basis.
2. Regularly scheduled interviews with EDP applicants and candidates indicate the degree of successful integration of EDP into the overall GNALC program.
3. Syracuse Research Corporation representatives serve as monitors and consultants for the EDP staff through the use of technical assistance, on-site visits, and periodic reviews.

EVALUATION (continued)

4. Cost effectiveness of the program will be monitored through time reports, number of pre-applicants, applicants, candidates, and graduates.
5. Follow-up of EDP graduates to determine positive changes regarding job acquisition, promotion, higher education, and self-assessments will be achieved through the use of a specially developed questionnaire.
6. Evaluation instruments developed in the original EDP proposal will be utilized to determine overall program effectiveness.

TITLE New York State External High School Diploma Program

H-13

CONTACT Kathleen Z. Porter (315) 4250-5100
Director
Syracuse Research Corporation
Merrill Lane
Syracuse, New York 13210

OBJECTIVES

1. Implementation of an adult competency-based diploma program.
2. Training of staff for field test sites.
3. Operation of a field test site.
4. Development and refinement of diagnostic and assessment materials.
5. Development and refinement of training materials.
6. Evaluation of field test sites and data collection.
7. Technical assistance to all EDP sites.
8. Follow-up study of graduates.

DESCRIPTION

This project utilizes a complete pre-training package for all new sites which includes eight modules and a set of simulations and exercises. Following the pre-training phase is a one-week workshop which trains new staffs in program philosophy and practice and utilizes role-playing, simulations, and videotapes.

All sites receive follow-up technical assistance in the form of site visits and telephone assistance.

The project staff refines and field tests all project materials and all modifications in program procedures. They also conduct evaluations of all program centers to assure faithfulness of program replication from site to site.

FUNDING

$60,062 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers, counselors, and volunteers

PRODUCT

This project has developed a complete diagnostic, assessment, and evaluation system of adult competencies which are contained in a series of program manuals. Of the diagnostic instruments in use, two are available commercially; five were developed by the Syracuse Research Corporation. There are two complete sets of assessment materials to measure and evaluate the 64 Generalized Competencies. There are 91 assessment instruments to measure and evaluate the Individualized Competency. This project has a complete training and staff development program which used pre- and on-site workshop modules, videotapes, and training and in-service exercises.

EVALUATION

1. The method of determining program impact on clients is the distribution of a graduate questionnaire, which contains both closed and open questions about the client's participation in the program and post-graduate achievements.
2. A measure of the effectiveness of the project can be seen in the high success rate of EDP graduates who participated in a field test of the Regents Competency Tests.
3. Information gathered about performance and practices during an evaluation visit to field test sites is shared with staff members at each field test site during a group meeting and is contained in a site evaluation report.

TITLE New York State External High School Diploma Program

CONTACT Elizabeth A. Durocher (315) 393-2000
Director
St. Lawrence-Lewis BOCES
Park Street
Ogdensburg, New York 13669

OBJECTIVES

To provide adults with an assessment and credentialing process that is an alternative to traditional diploma programs.

DESCRIPTION

1. Currently on staff are five trained EDP advisor/assessors, each with at least 4 years of experience in this program.
   a. This staff has graduated 640 adults over the past 4½ years.
   b. Staff has developed a smooth system for delivering the EDP over a geographically wide area.
2. Current advisor/assessors hold dual K-12 and adult education certificates.
   a. Trained Adkins Life Skills instructors are on staff.
   b. Two New York State certified home economists are on staff and offer life skills programs to EDP candidates.
3. Each Learning Center maintains a library of academic and life skills materials geared to EDP competencies.
4. Team of expert community assessors has been established and trained to assess individual competencies.
5. Diagnostic and assessment materials are installed.

FUNDING

$20,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Handicapped, older adults, rural residents, classroom teachers, and paraprofessionals

EVALUATION

We will expect to graduate approximately 40 adults in St. Lawrence County. The target population includes the 24,000 adults without diplomas in this county. Over the past 4½ years, 640 adults have earned External Diplomas. This is a population which would not otherwise been served by adult education, since many adult workers are not free to attend HSE classes. These adults have become more employable, more eligible for job advancement, and have increased their confidence and self-esteem.

Regional Learning Service is responsible for program evaluation.

TITLE New York State External Diploma Program

CONTACT Sandra Hittleman (516) 889-5575
Coordinator
Long Beach Adult Learning Center
Long Beach City School District
Lido Beach, New York 11561

OBJECTIVES

The External Diploma Program is an alternative high school credentialing program for adults. Persons 18 and older scoring a minimum of 8.0 on standardized reading and math tests are provided with an assessment process based on the skills acquired through their life experiences. Successful demonstration of these skills in applied performance tests leads to acquisition of a regular high school diploma.

The project objective is to provide adults with an assessment and credentialing process that is an alternative to traditional diploma programs such as the General Equivalency Development (GED).

DESCRIPTION

This credentialing program is an assessment system based on an open testing situation giving the participant the opportunity to demonstrate process skills through a variety of documentation forms and interviews, in individualized sessions. If a deficiency is identified, a learning prescription is prepared and the candidate is referred to the Long Beach Adult Learning Center for assistance.

The candidate must demonstrate 100 percent accuracy in the prescribed 64 generalized competencies in the basic and life skill areas of communication, computation, self-awareness, social and scientific awareness, consumerism, and occupational preparedness.

Candidates are assessed by specially trained certified teachers.

FUNDING

$19,296 October 1, 1981 - June 30, 1982

TARGET AUDIENCE

All persons needing a high school diploma

EVALUATION

Evaluation is an ongoing component of the External Diploma Program as prescribed by the program materials. Each participant must be assessed by the entire package in coordination with the New York State Education Department, Syracuse Research Corporation, Long Beach Adult Learning Center, Long Beach High School, EDP personnel, and concerned local, county, and stage agencies.

The components of the External Diploma Program, as developed by the Syracuse Research Corporation, have established program and participant evaluation procedures which are programmatic in design and implementation.

TITLE New York State External High School Diploma Program H-16

CONTACT Ilene V. Clinton (518) 271-2400
Coordinator, Continuing Education
Rensselaer-Columbia-Green Counties BOCES
Ingalls and Sixth Avenues
Troy, New York 12180

OBJECTIVES

By June 30, 1982, there will be 50 successful graduates of the New York State External High School Diploma Program. Each graduate will receive a local high school diploma.

DESCRIPTION

A competency-based assessment approach is used. Each candidate must demonstrate competency in 64 areas. There are two parts to the program, advising and assessing. Standardized material produced by the Regional Learning Center in Syracuse are used in the program.

The Student Referral Form is used when an applicant is referred to the Adult Basic Education (ABE) Program to learn. It is also used when a student is referred from the ABE Program to the External Diploma Program.

FUNDING

$20,000 September 1, 1981 - June 30, 1982

TARGET AUDIENCE

Hispanics, Orientals, and Blacks; educational level of seventh grade and up; older adults; immigrants

PRODUCT

A brochure and poster have been developed and are distributed throughout the service area.

EVALUATION

A "Graduate Questionnaire" is sent to each graduate six months after completing the program. The Regional Learning Service distributes the questionnaire and collects, tabulates, and analyzes the data.

TITLE High School Completion Responsible Parenting Curricula for Young Adults H-17

CONTACT Beverly Dawson (801) 451-5071
Davis School District
70 South 300 East
Farmington, Utah 84025

OBJECTIVES

1. Identify and organize, in conjunction with the Adult Basic/Adult High School personnel of Davis School District, a curricula which meets state and district high school requirements in the area of responsible parenthood for adult students.
2. Organize a class for the purpose of pilot testing and evaluating the curricula identified in Objective 1. A special effort will be made to assess the effectiveness of the curricula with young adult single parents.
3. Provide the Utah State Office of Education, Adult Education Unit, with 25 copies of a final report which will include the curricula evaluation results, and an expenditure report.

FUNDING
$5,290

TITLE The Psycho-educational Adult School Project LD-1

CONTACT Emma V. Collier, Ed.D. (205) 752-7411 ext. 304
Principal, Adult Special Education School
Department of Mental Health
Bryce Hospital
Tuscaloosa, Alabama 35403

OBJECTIVES

The goal of this project is to teach academics and effective living skills to hospitalized patients by utilizing information, materials, and lesson plans which are relevant to the mentally ill adult patient.

In order to reach this goal, several objectives have been established:

1. Develop a psycho-educational curriculum at the Adult School by writing educational units appropriate for Level I students (reading at fourth grade level or below).
2. Provide inservice training to the Adult School staff.

DESCRIPTION

Approach to meet objectives:

Objective 1: The psycho-educational curriculum.

The principal will supervise five teachers in writing educational units in the areas of personal hygiene and grooming, consumer education, transportation and safety, assertiveness training, nutrition and health, government and law and problem solving. Visual aids will be used in teaching. Materials will also be obtained from other educational services such as the County Extension Service, County Government Driver's License Bureau, the GIFT Series from the State ABE Department, and other agencies.

Video recording equipment will be utilized to give the patient immediate feedback on his/her task performance.

Field trips will be made to local areas of interest which would be both educational and motivating for the student. Field trips would also be used as a reward for students who are following through with class assignments and appropriate behavior.

The Wide Range Achievement Test (WRAT), GIFT (Assessing the Adult Learner), and AAMD. Adaptive Behavior Scale is given on admission, every six months, and on termination from the program. Data is collected to measure student progress.

Objective 2: Inservice Training

Sixteen hours of inservice training will be provided for the Adult School staff. Presentations by consultants will be videotaped in order to train new staff and volunteers. Topics for inservice will be: Adult Basic Education techniques (including but not limited to the GIFT program). Steck-Vaughn Adult Reading Program, the responsible patient role, and techniques of psycho-education.

FUNDING

$13,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Blacks, mentally ill, older adults, educational level K-4, hospitalized adults

PRODUCT

1. Video portable system
2. Psycho-educational units

The psycho-educational units that have been developed for this project will not be published. The units will be taught through the use of teacher-made materials, a portable video wording system, filmstrip projectors, cassette players, and published education materials appropriate for the adult mentally ill patient. The development, implementation, and devision of the units will be completed June 30, 1982.

EVALUATION

A mid-annual and annual progress report will be prepared by the Project Director and sent to the State Department of Education. Included in this report will be:

1. Number of adults referred to and participating in the program.
2. Mean test scores upon entry, 6-month mark, and 1-year mark.
3. Patient and staff comments concerning the relevance and effectiveness of the program.
4. Sample lesson plans from the psycho-educational program.
5. A narrative on the inservices attended.
6. New staff employed or any staff changes.
7. A summary of activities included in the units.

The results or benefits expected from this project are:

1. Number of patients referred to and attending the Adult School will increase as compared to the same timeframe from the previous year.
2. Patient test scores will show improvement at the 6-month and 1-year points.

Students will be tested for academic levels by the WRAT, GIFT-Assessing the Adult Learner, and the Steck-Vaughn Adult Reading Program Inventory, and behavior changes will be determined by pre- and post-testing by the AAMD-Adaptive Behavior Scale.

TITLE Chronically Mentally Ill and Adult Learning Disabled LD-2

CONTACT Diana Alsbrook (602) 252-8874
Project Director
Lucky 13 Education Center
603 N. 5th Avenue
Phoenix, Arizona 85003

OBJECTIVES

1. Develop a model learning center and two class sites for 50 chronically mentally and learning disabled adults that are ABE Levels I and II.
2. Field test the London Procedure and the "How To" Manual developed by the 310 RAISE Project at Pima County ABE, Arizona.
3. Research and/or develop effective materials and curriculum for this target population.
4. Train at least six student interns or adult educators from Arizona who will be working with this population.

DESCRIPTION

Students are assessed to find their strongest learning modality. When that is assessed, an individual education plan is written that is updated and reviewed weekly. Visual materials have been adapted to auditory tapes for learners, math drills have been developed for slow learners, and the program has expanded to accommodate life skill training in a structured learning environment for the ABE Level I student.

FUNDING

$12,475 August 31, 1981 - May 28, 1982

TARGET AUDIENCE

Learning disabled and chronically mentally ill, educational level grades 1-8

PRODUCT

Auditory, instructional materials will be developed. Program development to link with other community-based agencies that serve the chronically mentally ill population is being developed.

Curriculum and teaching strategies are being designed and tested to successfully teach ABE Levels I and II students.

A Life Skills program that serves adults ABE Level I is being developed.

A final evaluation/report will be available in June 1982. It will discuss history of project, program development, methodology, curriculum, and future recommendations.

Auditory tapes will be available in June 1982. Cost is yet to be determined.

Math drills will be available in June 1982.

EVALUATION

Advisory committee that represents community-based agencies for the chronically mentally ill will be selected. They will select an evaluator that will determine if program objectives have been met. Recommendations will be made by the evaluator for the following year.

TITLE Rehabilitative Adult Independent Skills Education (RAISE) LD-3

CONTACT Nikki Nylander (602) 623-9194
Special Services Coordinator
Pima County Adult Education
1770 South Cherrybell Avenue
Stravenue, Arizona 85713

DESCRIPTION

1. To increase the functional competencies of at least 40 mentally and physically disabled adult learners in the five knowledge areas.

2. To develop at least five competency-based modules in each knowledge area and disseminate them in the form of a How-To Manual to other interested programs in the state.

DESCRIPTION

Project RAISE offers disabled adult learners life skill education in the key knowledge areas of: Financial Management, Communication and Language Proficiencies, Personal Health Proficiencies, Social (Work) Proficiencies, and Pre-Vocational Proficiencies. A system of competency-based instruction using criterion-referenced testing to measure progress was developed within each knowledge area and included six modules, containing between one to four teaching packets with an incremental approach to teaching independent living skills. The packets progress in difficulty from the most basic skills, with the ultimate goal of providing the student with the means necessary to achieve the highest level of personal competency possible. Each student is referred to the program by either his or her job training supervisor, counselor, case manager, parent, or guardian. An Individual Program Plan (IPP) is established by all involved persons (i.e., vocational supervisor, prospective employer, parent or guardian, the individual student, etc.). The student is administered a project-developed pre-test in the areas established within the IPP and is placed in a group retrieval system. A personal folder is assigned to each student containing individual information (intake interview, etc.), skill objectives, test scores, and personal assessment forms in relationship to the client's stated objectives. All instructional teaching packets and books relating to each module are numbered to match packet to objective. Packets and books are also cross-referenced between knowledge areas to simplify retrieval of teaching materials. A student can enroll in all or part of the program depending upon individual need. Students are not pressured, can progress at their own pace, and may repeat each segment of training until personal competency is met. Each instructional unit is composed of one to six adults. In order for the instructional period to be effective, it is necessary for classes to meet two to five times a week for 30 to 60 minutes per meeting. The frequency of instruction has proven to directly correlate to the time necessary to remediate the individual's learning deficit in the knowledge area being discussed (i.e., more frequent training results in proportionally greater improvement). Upon

DESCRIPTION (continued)

completion of the project enrollment, clients are administered a project-prepared post-test and results are recorded to determine cumulative progress and its relationship to the student's enhanced independent living skills.

In-service training emphasizing on-site demonstrations in the proper use and application of the RAISE curriculum is available to interested parties.

FUNDING

$27,175 July 1, 1981 - June 1, 1982

TARGET AUDIENCE

Mentally and physically handicapped, 16 years of age and above

PRODUCT

The RAISE II manual is geared for use with Educable Mentally Retarded, Physically Disabled, and Multiple Disabled adult learners. The 284-page manual includes a course outline, an interest and needs checklist, and pre- and post-test instruments in the knowledge areas of Financial Management, Communication and Language Proficiencies, Social (Work) Proficiencies, Pre-Vocational Proficiencies, and Personal Health Proficiencies. Other sections encompass such areas as Basic Instructional Principles, Instructional Programming for Specific Learning Impediments, Suggestions for Assisting a Person with a Disability, and Surveyed Existing Curriculums. This manual is available to those interested at a nominal cost intended to cover printing and dissemination charges.

Mid-year and final reports with attached evaluations are also available for the periods 1980 through 1981. The mid-year report for the current funding year will be available for dissemination February 1982.

All reports are avilable through Project RAISE, free of charge.

Also available are Project RAISE I and II How-To manuals.

EVALUATION

The project evaluation is continually conducted by a review committee consisting of the Director of Pima County Adult Education, the Special Services Coordinator, and an outside evaluator specially trained in educating disabled persons. Evaluators, in consultation with the project staff, examine the performance of the project and its impact on the participants on the basis of stated goals and objectives, quality of materials produced, and effectiveness of competency-based instructional processes. The evaluators reviewed the project-developed criterion-referenced diagnostic test instruments and determined them to be extremely valuable in measuring the performance of the targeted learner.

TITLE Developing Individual Program Plans for Adults with Learning Disabilities LD-4

CONTACT Calvin Johnson (501) 569-3124
Chairperson, Department of C&I
University of Arkansas at Little Rock
33rd and University
Little Rock, Arkansas 72204

OBJECTIVES

1. To identify adult students with learning problems.
2. To identify appropriate tests for diagnostic functions and screening.
3. To recruit inservice teachers and administrators to participate in the workshop
4. To provide a report or handbook for adult educators in Arkansas
5. To provide university credits for those participants who want credit.

DESCRIPTION

The project will be implemented by developing a series of workshops to provide information to participants. We will use several consultants to assist with the program. We will use films, lectures, videotaped materials, and other means for delivering instructions to the participants. We will select (recruit) inservice teachers from the community to participate in the workshop.

FUNDING

$4,500 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers of adults, administrators of adult education programs, and counselors

PRODUCT

A report or brochure will be made available to adult educators in the State. The report will serve as a guide in identifying adults with learning problems and, more specifically, will provide information to teachers that will assist them in taking some form of action relative to students involved in their programs. Teachers will gain knowledge about learning problems relative to adults. Report will be available Summer, 1982.

EVALUATION

There will be no specific instruments used for evaluation purposes. However, we will determine the progress and results of the project by the number of participants, their evaluation of the workshop, and the type of report that we are able to develop resulting from the activities.

TITLE To Function is To Live LD-5

CONTACT Bernadette S. Bell (904) 253-8131, ext. 259
Coordinator, Adult Basic Education
Daytona Beach Community College
Daytona Beach, Florida 32014

OBJECTIVES

1. Provide an innovative instructional program that will enable the more seriously handicapped adult students to develop the basic skills necessary for them to function to the maximum of their potential in daily living skills activities.
2. Provide an innovative instructional program that will enable the less seriously handicapped adult students the opportunity to develop daily living skills and additional skills required for entry into either the sheltered or competitive labor force.

DESCRIPTION

Several different instructional techniques are used to implement this project:

1. Use of audiovisual equipment. For example, the language master will be used to associate words with spoken vocabulary. Filmstrips and cassettes players will be used to teach important words and related concepts. Flashcards will be used for word recognition.
2. An individualized learning laboratory is incorporated for supplemental learning.
3. Field trips and sightseeing tours.
4. Review of careers, job readiness, and employment skills through role playing. Video equipment will be used to conduct simulated job interviews, employer-employee relationships and other employment skills. Materials used are primarily commercial and teacher-made.

FUNDING

$24,600 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Multiple handicapped, educational level 0-12, and classroom teachers

PRODUCT

A manual will be developed which describes the curriculum and instructional methods devised, student questionnaires, and checklists used for evaluation, and other pertinent information resulting from the implementation of the project.

Any of the products developed will be available without cost after June 30, 1982.

EVALUATION

A monthly progress report is compiled on each student's Individual Educational Plan (IEP). A quarterly report will be compiled for the Health and Rehabilitative Service, students, parents and/or guardians. This report will be based on checklists, observations, student-teacher conferences, and testing.

Figures will not be compiled until the end of the grant year.

TITLE Project Lemin-Aid (Least Educated-Most in Need) LD-6

CONTACT Joan Pearson (316) 421-6700 ext. 53
Coordinator of Learning Center
Labette Community College Learning Center
200 South 14th
Parsons, Kansas 67357

OBJECTIVES

To help our participants to enhance their living skills in these areas:

1. The ability to accept and successfully function in their role in society.
2. An increase in self-confidence.
3. An increased awareness and practice of personal hygiene and cleanliness.
4. The ability to identify community resources for assistance and for recreational activities.

DESCRIPTION

We will create booklets to help the low-level learner with such problems as telling time, improving writing, fractions, and basic parenting. Each booklet will have a tape to accompany it, based on the premise that the very low-level learner must have access to more knowledge about life skills than he or she could learn from reading.

All material will be created with one-to-one instruction in mind.

FUNDING

$5,000 October 1, 1981 - June 30, 1982

TARGET AUDIENCE

Handicapped (LMR or LD), educational level 1, and paraprofessionals

PRODUCT

To date the following instructional materials have been completed:

1. A two-part booklet on fractions, with tapes and workbooks.
2. Booklet on the importance of writing neatly, with pre- and post-test and practice sheets, with tape.
3. A booklet on telling time, with pre- and post-test, work pages, and tape.
4. A booklet of understanding time from seconds to centuries with major emphasis on days of the week and months of the year, with pre- and post-test, work pages, and tape.
5. A booklet on basic parenting with major emphasis on nutrition, hygiene, proper medical care, and budgeting. Includes tape, and also includes a list of community resources for low-cost health clinics and Parents Anonymous groups for potentially abusive parents.

Under construction: book on suicide causes and prevention with a list of community resources to help the potential suicide. Will have taped.

PRODUCT (continued)

Project will be completed by June 1, 1982. A copy of each booklet and tape will be available, free of charge, to every Adult Education program in the State of Kansas. We will ask a fee of $5.00 for every additional copy to help defray the cost of paper, printing, binding, and tapes. We will ask $5.00 per copy for any material that it sent to any institution out of the state.

EVALUATION

1. Whenever feasible, pre-tests and post-tests will be used to evaluate.
2. The staff will monitor the success of the students.
3. Representatives of appropriate agencies will monitor the adjustment of individuals outside the Learning Center.
4. Cooperative families will be asked to evaluate the success of their family member.

TITLE Project Upgrade for Very Special Students

CONTACT Mr. Robert L. Hooper (504) 342-6980
Asst. Supt. for Instruction
Special School District #1
721 Government Street
Baton Rouge, Louisiana 70802

OBJECTIVES

1. By project end, 150-plus students will have been introduced to the adult education program at Southeast Louisiana State Hospital as evidenced by teacher roll book and student records and vocational rehabilitation feedback reports.
2. Students involved in the program have been tested, motivated toward academics, and will demonstrate an interest in the adult education program as evidenced by the pre/post-test scores on the CAT.
3. Approximately 65 percent of the students involved in the adult education program at Southeast Louisiana State Hospital, upon discharge, will return to their local education agency to enroll in the adult education program as evidenced by student records. (This local enrollment and follow-up will be accomplished with the assistance of Vocational Rehabilitation.)
4. The adult education teacher will develop, refine, and publish an adult education program of instruction for the students at Southeast Louisiana State Hospital.

DESCRIPTION

Briefly, the program would require the hiring of one full-time adult education teacher to complement the services of the part-time adult education teacher presently being provided by the St. Tammany Parish School System. The adult education teacher would meet with students for four weeks. The classes would be designed to inform and motivate students in the area of adult education. Also, students would be administered the California Achievement Test (CAT) and consequently would obtain a diagnostic profile (academic) and grade placement status. The students would then be instructed in the one subject in which he/she shows the most interest. Upon termination of residence at Southeast Louisiana State Hospital, with the assistance of Vocational Rehabilitation, students will return to their home environment with the intent of enrolling in a regular adult education class. To effectively implement such a project, interagency collaboration with such agencies as the Department of Vocational Rehabilitation, the Office of Mental Retardation, the Office of Mental Health and Substance Abuse, the State Department of Education, and LEAs of residence and/or domicile will be an absolute.

FUNDING

$25,000 October 1, 1981 - June 30, 1982

TARGET AUDIENCE

Adults in mental institutions

PRODUCT

Project will develop a curriculum of instruction for the students at Southeastern Louisiana State Hospital.

EVALUATION

1. The Project Director will observe and record, based on appropriate sources of information, the number of students who were introduced to the adult education program.
2. The Project Director will examine the files in the SSD #1 Personnel Office to determine if an adult education teacher had been hired as stated.
3. The scores on the pre-test will be compared with the post-test by the adult education teacher to determine if significant gains have been achieved by the students. In addition, a teacher-made questionnaire will be administered to determine student interest in the program.
4. The adult education teacher will examine student records and LEA records to determine the number of students who have enrolled in an adult education program at the local level.
5. The adult education plan of instruction will be thorough, descriptive, and detailed in outlining the school plan for adult education. The plan will be reviewed by the SSD #1 Superintendent and professional staff designated by the Superintendent for final approval.

TITLE Sign Language Instruction Through Video Tape Technology LD-8

CONTACT Mr. Orville Duggan (504) 949-4413
Administrator
Catholic Deaf Center
721 St. Ferdinand Street
New Orleans, Louisiana 70117

OBJECTIVES

To provide a basic training course in sign language for a varied group of adults interacting with members from the deaf community.

DESCRIPTION

The first phase of this project consists in preparing 20 lesson plans. As source material for these sessions a number of sign language books will be utilized. However, our target is not the professional interpreter or teacher of the deaf. Therefore, specialized treatment is required in designing each of the 20 lessons.

It is planned to present the material in a realistic manner. Vocabulary will be carefully selected to be of maximum practical use in conducting everyday affairs. A variety of experienced instructors of sign language, both hearing and hearing impaired, will be used in order that the student may immediately become acquainted with that variety of styles of presentation he/she will meet with in reality. Emphasis throughout will be on putting knowledge to immediate practical use.

The second phase consists of actual production of the 20 half-hour tapes. Production will be in studio, thus assuring better control over noise factors, format, and production. Each lesson will be presented on camera by the instructor with voice or simultaneous interpretation on the voice track. The viewer watching these tapes can proceed with his/her instruction with the voice track either in the "on" or "off" position. Interpreters used for these sessions will be certified by the Registry of Interpreters for the Deaf.

It is planned to produce the entire 20 series in the studio of IN SYNC, a New Orleans firm specializing in audio-visual productions for the handicapped audience. High quality equipment and professional personnel will ensure a finished product of visual and aural excellence. The three basic pieces of equipment to be used are the JVC camera, model KY2700, the Sony VTR, VO-2860A, and the Sony editor, RM440.

FUNDING

$27,000 - October 1, 1981 - September 30, 1982

TARGET AUDIENCE

Deaf persons

PRODUCT

A series of 20 half-hour videotape lessons in basic sign language.

TITLE Project Special Student LD-9

CONTACT Glenn Gossett (504) 342-3510
Director
Bureau of Adult and Community Education
Louisiana State Department of Education
626 North 4th Street
Baton Rouge, Louisiana 70804

OBJECTIVES

1. By the end of the project year, the Bureau of Adult and Community Education will have knowledge of the problems of meeting the needs of learning disabled adults.
2. By the end of the project year, the project director will be knowledgeable of specific programs and strategies that can be implemented to meet the educational needs of the learning disabled adults.
3. By the end of the project year, the Bureau of Adult and Community Education will have established a policy statement regarding its position toward meeting the needs of the learning disabled adult population.

DESCRIPTION

To design a survey instrument which will solicit information on the status of learning disabled adults in adult education programs throughout the State. To utilize this instrument in surveying adult education teachers, supervisors, and directors. To collect and tally completed surveys. To prepare a written report of the findings of the survey. To conduct on-site visits with teachers in local school systems where the survey instrument indicates that the problem is of sufficient severity to warrant further questioning. To research the literature on learning disabled adults from sources such as those listed below: the adult education professional associations, the ERIC Clearinghouse for Adult Education, the U.S. Department of Education, Office of Vocational and Adult Education, National Advisory Council on Adult Education. To survey other State Department of Education Adult Education directors to see how they have settled the problem of the learning disabled adult. To establish contact with other state agencies in Louisiana including: Department of Education, Division of Special Education; Office of Developmental Disabilities; Office of Mental Health; Office of Vocational Rehabilitation; Office of Human Development, Division of Evaluation and Services; Office of Mental Retardation. To conduct meetings with these state agencies to determine the services they can provide for this special population. To identify model programs which are in existence for serving learning disabled adults. To conduct on-site visits in those states which have model educational programs for learning disabled adults. To make a comprehensive review of all data and materials that were collected throughout the project year. To share the collected information with the staff of the Bureau of Adult and Community Education. To develop a written policy statement and/or plan for addressing the problem of the learning disabled population.

FUNDING

$46,013.60 October 1, 1981 - September 30, 1982

TARGET AUDIENCE

Learning disabled adults, and classroom teachers and administrators/supervisors of adult education

EVALUATION

The plan for evaluation will be both formative and summative in nature. The project director will be responsible for conducting the project evaluation.

The formative phase of the evaluation will determine whether the project objectives have been met. This type of evaluation will be on-going throughout the project year. The project director will closely monitor the project activities to see that they are being completed on schedule. Written correspondence, survey results, minutes of meetings, and other such data will be used as evidence that the objectives and activities are being met.

The summative phase of the evaluation will pinpoint the impact that the project has had on the Bureau of Adult and Community Education. The project director will do a written comparison of Bureau activities related to the problems of learning disabled adults before and after the start of the project. The project director will document all plans for change that are made in Bureau policy as a result of the project.

These evaluative findings shall be included in the end-of-the-year report on the project.

TITLE East Mississippi State Hospital Pre-Discharged Training Program LD-10

CONTACT Jack Shank (601) 483-8241
Dean of Continuing Education
Meridian Junior College
5500 Highway 19 North
Meridian, Mississippi 39301

OBJECTIVES

The major objectives of the project are to design and implement a curriculum to prepare patients confined in a mental institution for discharge and independent living in the community. To achieve these objectives, emphasis will be given to teaching life-coping skills necessary for independent living.

DESCRIPTION

Working with the mentally ill patient, the instructor has employed a variety of approaches or methods commonly utilized when teaching life-coping skills. They have included individual instruction, group instruction, video tapes, lectures, film strips, cassette tapes, workbooks, role playing, visiting community experts, and field trips.

FUNDING

$9,186.46 September 1, 1981 - June 30, 1982

TARGET AUDIENCE

Mentally ill and health institutionalized

PRODUCT

During the first phase of the program (i.e., September 1, 1981 - December 31, 1981) a curriculum guide was developed suitable for use with future patients in this or similar programs. It covered both the educational and psychological aspects of such a program. Included in the guide is material on money management, budgeting, nutrition, leisure time activities, transportation, comparative shopping, cooking, government and law, community resources and medication management, alcohol and drug abuse, and personal hygiene. Also covered in the guide are psychosocial skills including socialization skills, dealing with one's emotional problems, relaxation, reality theory, and assertive training.

The curriculum guide, together with a list of instructional materials and resources, is available in written form for use by others who may wish to initiate a similar program. There are no plans to mass produce the guide, but additional copies may be obtained upon request. It should be noted, however, that the current curriculum guide is not a static instrument. Experience in its use is based upon one group of 15 patients over a 3-month period. It is believed that it will be necessary to modify this guide to cope with situations not yet encountered.

PRODUCTS (continued)

An estimated trial and error period of approximately three years should be enough time to permit substantial modification to the curriculum. This would in turn provide a curriculum that should cope with most situations that may be encountered in conducting a program such as this one.

EVALUATION

For pre-testing two general types of tests were employed. They were a test to determine the functional academic level of the students and a second test designed to determine competencies or the lack thereof. Tests used included the test of Adult Basic Education primarily designed to measure reading and math skills and the ACT test for the five areas of life-coping skills identified in the APL study conducted by the University of Texas. They include Consumer Economics, Government-Law, Health, Occupational Knowledge, and Community Resources.

TITLE Compensatory Education Project for Mentally Handicapped Adults

LD-11

CONTACT Lila M. Camburn (601) 762-5877
Director
Community Education, Pascagoula
202 Market Street
Pascagoula, Mississippi 39567

OBJECTIVES

1. To identify county and city agencies which can provide consultative and/or support services.
2. To develop instructional materials to assist mentally handicapped adults acquire skills to manage community, social, and work responsibilities.
3. To field test the instructional materials at local sheltered workshop.
4. To develop indices of student performance.
5. To make materials available to other agencies.

DESCRIPTION

The project director will identify those agencies which can provide consultative and support services to the project and initiate meetings with agency heads. From those agencies electing to participate, a steering committee will be selected to direct activities. This committee shall be responsible for identifying the target audience, assessing the degree of retardation, and identifying the occupationally specific areas for development of materials. For the latter, employment opportunities for mentally handicapped, currently being ascertained through a survey conducted by the Pascagoula High School Vo-Tech Center, will be made available to the committee.

The committee will have final approval of the person selected to develop instructional materials. This person shall be certified in special education, experienced in adult education, demonstrate versatility in creating materials to teach basic skills, and develop a plan for training instructors.

Materials will be field tested at Singing River Industries, which will provide classroom space, and will be revised/expanded as necessary. Based upon student progress during the field test, indices of performance will be developed.

The project director shall assume responsibility for dissemination of information on the project.

FUNDING

$5,952 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Mentally handicapped adults and urban residents

PRODUCT

Lesson plans and procedures for teaching survival/coping skills to mentally handicapped adults. Plans include, but are not limited to, such skills as grocery shopping, opening a checking account, and ordering in a restaurant.

Lesson plans will be available through the project director after June 30, 1982. Narrative on program available on same date.

EVALUATION

In general, the project must be evaluated on the following factors:

1. Level of coordination and cooperation among agencies
2. Efficacy of instructional materials
3. Progress of students in acquiring independency skills.

TITLE Adult Basic Education Support Service Project for the Deaf LD-12

CONTACT David S. Kimmel (201) 791-3225
Director
Fair Lawn Community School
Fair Lawn, New Jersey 07410

OBJECTIVES

The goal of this project is to provide access to basic skills programs for deaf adults throughout the State of New Jersey.

DESCRIPTION

A slide presentation was developed to provide a visual overview of Adult Basic Education Deaf Program initiation and implementation. This presentation, which was given by Jan Honig and Judy Jonas to over 180 administrators, reinforced and highlighted the information in the manual "Adult Basic Education for the Deaf" which was written FY 1980-81 under a 310 project grant from the Bureau of Adult Continuing and Community Education. Directors who expressed an interest in making their program accessible to Deaf Adults were contacted and given further assistance and direction. At the present time, approximately 38 agencies are participating in a Needs Assessment Survey of deaf adults in their area to determine interest in classes in basic skills prior to program implementation. Responses are currently being tabulated by these centers.

If the Needs Assessment Survey confirms the presents of a significant number of deaf adults in a region with the desire to enroll in a literacy program, the resource team will proceed to assist programs with recruitment procedures necessary to reach the deaf community, direction in locating specialized teachers of the deaf, and training which will correlate deafness with adult basic education strategies and philosophies. The team will also assist with curriculum selection, its usage and development, selection of testing instruments, review of intake procedures, and suggestions for classroom management to ensure that the deaf component runs smoothly with the ongoing programs serving hearing students.

Once the basic operational format described above is established at each site, a training workshop for entire program staff at each facility will be conducted. This orientation to deafness will include: sensitization to deafness, psychology of deafness, communication barriers which deafness presents, some practical "do's" and "don'ts" as well as some basic vocabulary in sign language to facilitate daily contact. Administrators and program staff will know that the resource team will be available at any time during the year to address problems which might arise.

FUNDING

$25,800 September 1, 1981 - June 30, 1982

TARGET AUDIENCE

Deaf adults, educational levels ABE 1-8 plus GED

PRODUCT

While there is no new product developed specifically for this project, the manual "Adult Basic Education for the Deaf" developed in FY 80-81, will be used extensively as a basis for training. It is available free to agencies in New Jersey and is available to out-of-state agencies for a small fee. The final report of the project will include specific information on each program serving deaf adults which has been implemented as a result of this project.

EVALUATION

The effectiveness of this project will be measured primarily by the operation of between six and ten adult basic education programs by June 1982, that will be serving deaf adults for the first time. Each project will give pre- and post-tests to each student to determine academic growth. Instruments are currently being designed with assistance from Research for Better Schools to measure behavioral growth in non-academic areas. Each program will be monitored by the Fair Lawn support team to ensure that individual student needs are being met, instructional materials are appropriate for use with deaf adults, communication and instructional strategies are suitable for deaf adults, and that daily management and recordkeeping tasks are performed.

TITLE Compensatory Education for the Mentally Retarded Adult LD-13

CONTACT Nancy B. Gay (919) 733-4791
Coordinator, Learning Centers/Developmental Studies
Department of Community Colleges
Education Building
Raleigh, North Carolina 17611

OBJECTIVES

1. To research and develop a compensatory education curriculum.
2. To implement the Compensatory Education Curriculum at the three project sites.
3. To develop staff and implement staff development training for all project personnel including: job description, the employment of project personnel, staff needs assessment, and staff training workshops.
4. To develop a plan for communication, coordination, and cooperation between and among the state and local agencies/organizations involved in the project.
5. To develop a communication system to inform the general public, all mentally retarded adults and their parents/guardians in North Carolina about the project, the capabilities of the retarded adult, and the availability of compensatory educational services for mentally retarded adults in North Carolina.
6. To explore ways to make better use of existing facilities and search for alternative kinds of training facilities and/or modes of service.
7. To develop a preliminary report of the staffing necessary to provide adequate compensatory educational services at the project site facilities.
8. To evaluate the effectiveness of the overall project.

DESCRIPTION

The project has proceeded by establishing a staff consisting of a director, secretary, and full- or part-time curriculum researchers/ instructors. Each researcher has an assigned curriculum for which she/he is responsible. Adult Performance Level, Process Assessment Chart for Social and Personal Development, and Competency Goals and Performance Indicators K-12 for Educable Mentally Handicapped Learners are used as a basis for curriculum development as well as the expertise and experience of the researchers, and materials collected from programs across the country. When a course curriculum is written, the lessons are field tested with a group of five to six adults with mild mental retardation. These lessons include practical applications and activities which are meaningful to the learners and have application to the learning materials.

The five learning domains that the project addresses are: Academic, Vocational Training, Consumer Education, Community Living, and Health.

DESCRIPTION (continued)

Staff are given Adult Performance Level, Process Assessment Chart for Social and Personal Development, and Competency Goals and Performance Indicators to read to base their curriculum writings on and are encouraged to look over all available-related materials.

Staff are shown the Marc Gold training films and attend seminars and workshops pertaining to the handicapped, curriculum writing, and instruction method and strategies.

Contact is being made with community organizations/agencies about the objectives and the product of the project and to incorporate community expertise into the work of the project. A brochure is prepared for printing and distribution to the community. It is expected that the brochure will acquaint citizens with the project and create an interest and understanding and a desire to participate among the adult mentally retarded population of the community when the curriculum is fully implemented.

FUNDING

$238,000 July 1, 1981 - June 30, 1982 - a continuing project

TARGET AUDIENCE

Mentally retarded adults and those who have an interest in mentally retarded adults

PRODUCT

A compensatory, academic curriculum is being developed for the mentally retarded adult. It consists of an outline, facing sheets/lesson plans, and a more detailed task analysis when necessary. Instructional materials, media, methods, and delivery modes are recommended on the facing sheet for each lesson.

Materials are being collected for an instructor's and/or staff training manual for understanding the mentally retarded adult, including capabilities of the mentally retarded adult, needs of the mentally retarded adult, how to teach the mentally retarded adult, normalizing process for the mentally retarded adult, the least restrictive setting for the mentally retarded adult. A student handbook will be prepared with full implementation of the curriculum.

A brochure announcing and explaining the product will be published in April 1982. The curriculum will be completed by September 1982, and implemented for refining and revision to be finally completed July 1, 1983. The staff and instructor's training manual and learner's handbook will be ready by July 1983.

EVALUATION

Field testing is being done to a moderate extent and plans are being made to implement field testing of the curriculum as it is written. As units of curriculum are completed, they are taught to this class of learners and then revised or refined as needed. By the fall of 1983, the project plans to organize field testing classes for all curriculum courses and offer them on a regular schedule. Learners will enroll for the full course or remedial areas after counseling and assessment of their needs. These classes will be limited to 5-8 learners, meeting 3 days per week for 3 hours.

Compensatory Education students were reevaluated at the end of the fall quarter. The students had received instruction primarily in the academic areas. We used the Adult Reading Placement test and the Mastery Test from Basic Essentials of Math, Part One as tools to evaluate this program. We found that all students had raised the level of their reading and math skills by at least one grade level.

TITLE ABE - GED for the Visually Handicapped - A Resource Guide LD-14

CONTACT Dale L. Hershey (513) 778-1980
Director of Adult Education
Upper Valley Joint Vocational School
8811 Career Drive
Piqua, Ohio 45356

OBJECTIVES

To research available resources to assist visually handicapped students to learn basic skills and complete a high school equivalency examination (GED).

To develop a Resource Guide that will be available to Adult Basic Education instructors should they encounter visually handicapped adult students.

DESCRIPTION

Visits on site, letters to suppliers, information collected from schools for the blind and from agencies that serve handicapped persons are some of the preliminary activities used in collecting data.

The second step is to organize into categories the resources available.

The first step will be a Resource Guide as a product that will serve ABE programs in Ohio.

FUNDING

$6,906 September 14, 1981 - August 30, 1982

TARGET AUDIENCE

Visually handicapped adults and ABE Directors

PRODUCT

The Resource Guide to assist ABE instructors who have visually handicapped adult students will include: appropriate materials to use, source of materials, agencies that assist, groups that assist, potential funding source, and other helps as discovered.

The product will be available on or after August 30, 1982.

EVALUATION

An established advisory committee to this project will evaluate and advise on the: information, categories, procedures, organization, and finished product.

TITLE Specializing Adult Basic Education for the Deaf LD-15

CONTACT Janet Hutnik (216) 434-1931
Project Coordinator
Akron Adult Basic Education
1055 East Avenue
Akron, Ohio 44307

OBJECTIVES

1. Each client enrolling in ABE for the Deaf will receive an individualized education program designed to meet the specific needs of that individual.
2. Materials suitable for use in educating the deaf will be created or adapted from current ABE texts.
3. An in-service workshop will be designed and presented to ABE personnel to orientate them to deafness and the social and educational implications of deafness.

DESCRIPTION

Each student arranges his or her own schedule and works on a one-to-one basis with the instructor. The instructor prepares materials on an individual basis.

The Staff Development Project dealing with Deaf Awareness was presented in December 1981. Overhead transparencies and a record mimicking a hearing loss accompanied the workshop.

A sign language class program has been developed as a service for South Education Center staff persons. Basic sign language is taught by project personnel with the assistance of deaf clients.

FUNDING

$22,811 October 1981 - June 1982

TARGET AUDIENCE

Deaf adults and administrators (coordinators)

PRODUCT

All products listed are designed with the deaf client in mind.

BANKING: SAVINGS ACCOUNT by Janet Hutnik (individualized instruction module)
BABY'S BOOK (adapted text) by Janet Hutnik
FOOD IS MORE THAN JUST SOMETHING TO EAT (adapted text) by Janet Hutnik (a worktext on nutrition)
READING GUIDE (designed to accompany New Practice Readers - Webster McGraw-Hill)
WORKSHOP: "DEAF AWARENESS" written by Janet Hutnik and Laura Meyers

In addition to these specially designed materials, much of the curriculum consists of materials adapted from Adult Basic Education texts.

EVALUATION

The program will be evaluated in terms of each individual client. Each client will be given a specially designed assessment at the start of his/her program. The client will be evaluated throughout his/her program to determine his success within the program.

Each client will have a folder containing:
1. Initial interview form
2. Assessment and subsequent prescription
3. Work completed toward obtaining objectives.

The project coordinator will complete a monthly progress report on the program.

TITLE Project Access: ABE and GED Instruction and Testing for Sight and Muscular Handicapped Persons LD-16

CONTACT David Brown (215) 351-7018
Supervisor, Division of Adult Education
School District of Philadelphia
Monroe Adm. Center
427 Monroe Street
Philadelphia, Pennsylvania 19147

OBJECTIVES

1. To provide ABE/GED instruction to visually handicapped and those with muscular control problems.
2. Develop ABE/GED instructional materials suitable to those with vision problems.
3. Provide a GED testing program in an accessible and convenient location and offer a version of the GED test battery suitable for use with the blind, partially sighted, and those with muscular problems.

DESCRIPTION

Instruction is individualized. Instructors are trained to work with visually handicapped individuals. Tapes, large-print format, and braille materials are used. Project is in cooperation with Library for the Blind, Free Library of Philadelphia. Twelve hours of instruction per week. Open-ended, open-exit policy. Use of talking calculator for mathematics. Free Library to cooperate in preparation of materials.

FUNDING

$29,144 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Visually handicapped and those with muscular control problems, urban residents, classroom teachers, and project directors

PRODUCT

A program narrative will be developed, describing successes and failures. Sample materials developed during the life of the project will be made available.

EVALUATION

1. Progress in reading will be assessed in the ABE component through modified standardized tests and instructor evaluation. Advancement from ABE to GED will be evaluated.
2. GED component will be evaluated by the number of students taking and passing the GED test battery.
3. A selected number of students in both components will be interviewed and a questionnaire completed to determine student reaction to the program.
4. All participating agencies will be given a questionnaire midway and at the project's termination to determine the success or lack of success of the linkage/outreach.

TITLE A Bilingual Instructional Program on Patients Rights for Individuals in Mental Health Institutions LD-17

CONTACT Mr. Charles Miller (215) 562-6245
Project Director
Berks County Intermediate Unit #14
Hamburg State Center, Birch Hall Unit
Hamburg, Pennsylvania 19526

OBJECTIVES

To develop a bilingual curriculum based on the Mental Health and Mental Retardation Act of 1966 and the Mental Health Procedures Act of 1976, to instruct patients residing in mental health institutions of their "rights" and resources available for their protection through assertion of their "rights." To promote generic skill acquisition for patients participating in Adult Basic Education programs while simultaneously gaining knowledge about patients' rights. To extend the availability of information relevant to patients' rights to the widest possible audience through the publication of the learning materials in Spanish, English, and in "large type" to accommodate visually impaired individuals.

DESCRIPTION

Project staff has drawn from current legislation and existing publications the rights mandated for patients at mental health institutions. This information served as the foundation for developing a unique curriculum with a videotape component to illustrate and reinforce the program content at an appropriate educational level. Data collection and documentation of content was conducted prior to curriculum development and production of the video component. Role-playing situations illustrating patients' rights provide concrete examples relevant to the patient's daily life experiences. Within a selected sample, one group of patients will be exposed to a combination curriculum-videotape presentation, while another group of patients will be provided instruction with only the written materials. This data will provide supportive evidence of an increased understanding when a multi-component learning modality is utilized.

FUNDING

$4,270 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Mentally handicapped, 5th grade educational level

PRODUCT

A bilingual curriculum that clearly informs a mental health patient of his "basic rights" while receiving treatment has been developed. The explanation of these rights is written in accordance with provisions of the Commonwealth of Pennsylvania laws and in a language appropriate for the patient's level of functioning. The curiculum has been reproduced in Spanish and in large type to accommodate the needs of the widest audience possible.

PRODUCT (continued)

The curriculum consists of three components: Teacher's Guide, the Patient's Manual, and a videotape. The Teacher's Guide contains the same information presented in the Patient's Manual in addition to some pertinent background information to the law and some practical suggestions for instructional activities. The video component is comprised of a series of vignettes depicting some of the rights presented in the curriculum.

EVALUATION

Our sample population will be comprised of individuals from three separate areas of a mental health facility: long-term care facility, extended psychiatric services, and social rehabilitation/pre-discharge units. Patient gains in knowledge and comprehension of his/her rights will be assessed before and after course presentation by the use of a multiple-choice test designed to measure the patient's level of understanding prior to instuction and the patient's level of understanding after instruction. The test will also serve to provide the instructor with additional information necessary to begin instruction at a level appropriate for the level of functioning of the patients.

TITLE Voter Education Curriculum LD-18

CONTACT Joan Y. Leopold (717) 787-9561
Director of Education
Harrisburg State Hospital
Pouch A
Harrisburg, Pennsylvania 17105

OBJECTIVES

1. Increase the number of residents who can vote. Fifty residents will be selected to take part in the classes in which the curriculum will be developed. They will learn the process of registering to vote, and they will register. They will learn about the candidates.
2. Increase the skills necessary to vote. These 50 residents will be taught through the curriculum how to work the voting machine.
3. Produce a voter education curriculum. This curriculum will be developed and used in the classroom and then modified or changed if necessary and disseminated through the State to all the mental institutions.

DESCRIPTION

In July, August, and September, the curriculum will be written by the ABE teachers using information from the Non Partisan Voter's Guide compiled by the League of Women Voters. The mock election that will be written into the curriculum will be guided by the use of the Mock Election Guide prepared by the Bureau of Elections, Department of State, in conjunction with the Department of Education (1980). In October the curriculum will be ready for implementation into the ABE classes. A pre-test will be administered to determine the knowledge that the residents have prior to teaching the voter curriculum. Following the voter education program, a post-test will be given to determine what information has been gained. The curriculum will be rewritten, if necessary, based on the test results. In February a mock election will be held at the institution applying the skills obtained in the voter education program. This mock election will provide the mechanics of voting using a voting machine obtained through the Dauphin County Bureau of Registration and Elections. In April, after final modifications have been made to the curriculum, it will be published and disseminated to all institutions and mental retardation facilities in the State of Pennsylvania.

FUNDING

$4,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Adult inmates of mental institutions

PRODUCT

The curriculum which was developed is in the process of being revised. It was noted that some of the terms were too difficult to understand. Additional materials and equipment used were pamphlets distributed to the public by the Dauphin County Bureau of Registrations and Elections, the League of Women Voters, and the State Department of Bureau of Elections. The Dauphin County Board of Registration and Elections will loan the hospital a voting machine to be used in the mock election.

PRODUCT (continued)

The curriculum that is presently being revised includes a flip chart that helps the new voter use the voting machine through pictures. In addition flashcards have been developed to help the student learn certain terms associated with voting. The estimated cost of printing the curriculum, which will be completed by June 1, is $1,500. This curriculum will then be distributed to other State institutions in the Commonwealth.

EVALUATION

The curriculum will be evaluated through the use of a test administered to those residents who have completed the course. This test will be used to determine how much knowledge has been gained by taking the course. The entire project will be evaluated following the mock election. From this exercise, it will be determined how much knowledge was gained from the course and if this knowledge can be put into use. Use of machine and the procedure for voting all will be evaluated. It will also be determined through the mock election if the 50 people who were given the course would complete the election.

TITLE Improving ABE for the Handicapped LD-19

CONTACT Jim Lovelace (615) 454-5275
Project Director
Memphis City Schools - Adult Basic Education
Messick Center
703 S. Greet
Memphis, Tennessee 38111

OBJECTIVES

1. To work with program teachers and professional staff at the various centers sponsoring classes toward determining educational needs and objectives for all types of handicapped served.
2. To promote increased communication between the ABE teachers and staff of sponsoring agencies so that each group can provide reinforcement of instruction/training.
3. To examine and evaluate both commercial and non-commercial materials used for teaching handicapped adults.
4. To involve instructional personnel in selecting appropriate available materials for use with the handicapped students.
5. To develop any needed instructional materials at the local level for supplemental use with special classes.
6. To involve ABE teachers in training sessions related to the handicapped learner, the materials provided for use in the special classes, and methods or approaches prescribed for teaching the handicapped.
7. To develop a handbook for use by ABE instructional personnel who need information about the handicapped learner and suggestions for teaching such students.
8. To disseminate information and ideas about working with special students to interested persons and school systems.

DESCRIPTION

The 310 Project for improving ABE services to the handicapped will be implemented under the direction of the Director of Vocational and Adult Education, Memphis City Schools. A Project Director will be designated for coordinating the work necessary for completing the project. This person will have an office in the ABE complex. Clerical work will be done by an ABE staff member already employed, and telephone and printing services will be provided through the school system.

Also involved will be consultants and teachers from the Division of Special Education, Memphes City School System, who specialize in the area of learning disabilities. Also invited to participate will be staff members from Shrine School, Memphis City Schools, and selected staff members from Memphis State University. Professional staff from agencies that serve the handicapped and sponsor ABE classes for their clients will also be valuable resource persons for all phases of the project.

DESCRIPTION (continued)

Activities to be undertaken in implementing the project are varied. The project director will organize committees made up of representatives from ABE instructors, staff of sponsoring agencies, specialists in the field of special education, and community volunteers. These committees will concentrate on the several concerns identified: one on identifying and diagnosing the handicapped and one on coordinating the efforts of the ABE staff and the sponsoring staff. Project workers will determine what materials are needed to meet the needs of the handicapped students. Groups will then be organized to develop materials for use in classes for these students. Materials will be field tested as soon as possible in the ABE classes; and their effectiveness will be rated by project staff, teachers, and representatives of the sponsoring agencies.

A major component of the project will be the inservice programs that are organized at intervals for teachers. Based on information derived through the various project activities, future topics for these sessions will relate to the following: characteristics of the handicapped (all types), techniques for teaching the handicapped student, effective use of classroom materials, and diagnosing and evaluating the handicapped student.

Another project activity that will be a boon to teachers is the handbook for teachers of the handicapped that is to be developed. This book will summarize information that all teachers can find helpful.

FUNDING

$15,000 October 16, 1981 - June 30, 1982

TARGET AUDIENCE

Mentally retarded, emotionally disturbed, multiple handicapped, and classroom teachers

PRODUCT

The instructional handbook/manual, materials for use with the handbook, etc., will be available upon completion of the project: June 22, 1982. These will be distributed to all teachers, those assigned to classes for the handicapped as well as regular ABE classes. Printing will be done through the Memphis City School System.

EVALUATION

The project director will determine the extent to which the eight stated objectives were met. Information will be secured through surveys, conferences and interviews, committee reports, and evaluation by sponsoring agencies.

TITLE Independence in Work: A Handbook for Teaching Basic Academic Skills in Vocational Rehabilitation Facilities LD-20

CONTACT Nancy Van Valkenburgh
Project Coordinator
Rappahannock Rehabilitation Facility
1414 Caroline Street
Fredericksburg, Virginia 22401

OBJECTIVES

1. To identify the academic needs of handicapped adults who are clients or prospective clients of vocational rehabilitation facilities.
2. To develop a handbook which provides a comprehensive guide for teaching the basic academic skills most appropriate in a rehabilitation facility.
3. To disseminate the handbook and the information obtained during its development to facilities and agencies which prepare handicapped individuals for work.

DESCRIPTION

During the first half of the project year, the staff is concentrating on identifying the academic skills which should be included in the handbook by:

1. Conducting a literature review of curricula and materials relevant to handicapped populations.
2. Surveying the Virginia vocational rehabilitation facilities.
3. Making on-site visits to businesses/occupations in which handicapped individuals are most frequently placed.

The actual handbook with objectives, teaching strategies, and a testing instrument will be developed during the second half of the year. Participating in the process are representatives from eight Virginia facilities who will meet five times during the year and representatives from a minimum of ten additional facilities who will meet once toward the end of the project year.

FUNDING

$29,160 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Trainees in vocational rehabilitation facilities

PRODUCT

Independence in Work proposes to develop a curriculum which identifies:

1. The minimum academic competencies necessary to function in a sheltered employment environment.
2. Those academic competencies which increase an individual's independence and ability to remain on the job (sheltered or competitive).
3. The minimum academic competencies necessary to function effectively in competitive employment.

PRODUCT (continued)

Included in the curriculum will be instructional objectives, suggested teaching techniques and activities, methods for overcoming particular handicaps, ideas for teacher-made materials, and the names of relevant commercially prepared materials and programs. Also included will be a pretest/chart which can be used to prescribe an individual's academic program and serve as a method for monitoring progress.

The handbook Independence in Work will be available July 31, 1982. For information, contact Adult Education Service, Department of Education, P.O. Box 61, Richmond, Virginia 23216.

EVALUATION

An evaluation, both formative and summative, is being conducted by a third party. Data to be collected includes the survey of academic needs by the facilities, a survey of academic needs by 80 trainees, surveys administered to industry representatives, and reaction sheets by the Virginia facilities meeting during the project year. Utilizing the collected data, the evaluator will determine if the objectives of Independence in Work have been achieved. Points to be considered in the evaluation include the following:

1. Do the curriculum objectives cover the necessary academic skills identified by facilities?
2. Do the curriculum objectives cover the necessary academic skills identified by the six to ten occupations in which the majority of the facility trainees are placed?
3. Are there sufficient instructional strategies and materials for each curriculum objective?
4. Are the curriculum objectives covered in the pretest/progress chart?
5. Has information about the handbook and the information obtained during its development been disseminated as stated in the project objectives?

TITLE Operation Mainstream LD-21

CONTACT Ms. Nancy Ross (304) 768-2771
Coordinator, Shawnee Community Education Center
Kanawha County Board of Education
142 Marshall Avenue
Dunbar, West Virginia 25064

OBJECTIVES

This object will:

1. Research and review the current developments in the education of the severely handicapped and retarded in adult learning centers throughout the United States.
2. Design a curriculum and training program based upon all available data and implement the mainstreamed program in an adult/community education center presently in operation.

DESCRIPTION

There is apparently little implementation of programs in adult basic education for severely handicapped and retarded adults mainstreamed within a typical adult setting.

After researching current developments, including interviews with agencies, parents, etc., the project will develop practical applications in the classroom setting. The classroom setting will be used for an information center for ABE instructors to learn about the problems and successes of teaching special adults in a mainstreamed setting.

FUNDING

$4,384 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Handicapped

PRODUCT

This project will develop practical applications in curriculum design for ABE teachers to utilize with severely handicapped and mentally retarded adults. It will use the learning laboratory as a model for actual observations and to instruct others in the methods, techniques, and cooperative support systems necessary for teaching severely handicapped adults.

The results and final reports of this project will be available after completion, June 30, 1982.

EVALUATION

Goals and objectives will be evaluated throughout the duration of the project. A weekly review of all objectives and activities will be maintained.

TITLE Serving Adults with Special Needs LD-22

CONTACT Dr. Robert B. Sharps (304) 242-3430
Assistant Superintendent of Schools
Ohio County Schools
2203 National Road
Wheeling, West Virginia 26003

OBJECTIVES

1. Assess and identify adults with special needs--handicapped, mentally retarded, ESL, etc.
2. Develop educational methods and materials to meet identified needs.
3. Implement and field test the methods and materials.
4. Evaluate the educational process used.

DESCRIPTION

1. Identify the functional needs of special students.
2. Develop a plan of instruction to meet those needs.
3. Identify existing life skill materials and field test.
4. Develop new instructional methods and materials.

FUNDING

$6,627 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Handicapped and health institutionalized

PRODUCT

Project report at the end of the project. Educational methods and materials to meet the needs of special adult populations.

EVALUATION

The objectives will be measured quantitatively and qualitatively throughout the project. The number of adults involved and their success, the success of the program, and the improvements in the curriculum and delivery system will be the final evaluative criteria.

TITLE Teaching Model and Curriculum Guide for Working with the Older Adult O-1

CONTACT Dr. Bradley C. Courtenay (404) 542-2214
Head, Department of Adult Education
University of Georgia - Athens
Tucker Hall
Athens, Georgia 30602

OBJECTIVES

1. To develop the methodology, including instruments, for conducting an assessment of the needs of older Georgians.
2. To complete a statewide study of the needs of older adults with particular emphasis on those needs that can be met by adult basic education teachers.
3. To develop a teaching model and curriculum guide based on the needs assessment that is usable by all adult basic education teachers.
4. To use the model and guide with a sample of older adults to test the utility and relevancy of the contents and suggested methodology.
5. To evaluate the needs assessment process and data and the model and guide through the pilot program (objective 4) and by the review of two advisory panels.

DESCRIPTION

Select advisory panel; develop needs assessment plan; conduct needs study; organize data; prepare model and guide; review of model and guide by advisory panel; field test: (1) select group of senior high school students with select group of older adults and (2) professional staff will select group of adult education teachers and older adults; evaluation activities.

FUNDING

$59,162 November 1, 1981 - June 30, 1982

TARGET AUDIENCE

Older adults, zero to eighth-grade educational level, adults with limited English language skills, classroom teachers, adult education coordinators, counselors, volunteer senior high school students, and directors and managers of select number of nutrition sites

PRODUCT

A teaching model and curriculum guide to be used with older adults.

EVALUATION

This project will be evaluated in two ways. First, the state advisory panel will serve as an assessment group reviewing and reacting to the needs assessment methodology and its implementation and the teaching model and curriculum guide. The project will also be evaluated by the staff:

EVALUATION (continued)

1. Needs assessment process will be monitored weekly to determine if the data is reflective of the purpose.
2. The test classes will be given written and oral assessments, and the staff will use observation checklists to measure the level of learning of the students.
3. The students in the test class will also be asked to comment on the relevance of the material and the methods utilized.

TITLE Project Special Delivery 0-2

CONTACT Robert W. Boyet (504) 473-7981
Director of Alternative Programs
Ascension Parish School Board
P.O. Box 189
Donaldsonville, Louisiana 70346

OBJECTIVES

In order to provide the additional outreach services and continue to expand the delivery system of the adult education program, Ascension Parish will continue "Project Special Delivery." The major objectives of this program are as follows:

1. To continue the employment of the full-time literacy coordinator to implement all phases of the project.
2. To employ two part-time teachers for the classes of the elderly to allow the literacy cordinator to expand additional services parishwide.
3. To develop a comprehensive instructional program for the elderly throughout the parish.
4. To provide for the expansion of adult literacy classes through cooperation with community churches and housing projects.
5. To continue the development of the literacy program and instructional program for the elderly on the east side of the parish.
6. To cooperate and coordinate services with a variety of human service agencies and organizations, community education programs, business and industry, vocational-technical schools, governmental agencies, correctional institutions and other federal and state resources in reaching those adults of specialized need.
7. To continue the implementation of a wide variety of recruitment and promotional activities designed to reach those adults who have participated in previous adult education offerings and increase enrollment in the program parishwide.
8. To continue the developing of a design for the initiation of the parish-wide literacy council and laying the groundwork for a comprehensive outreach literacy program to serve the needs of the illiterate population on the east side of the parish.
9. To continue to incorporate adult performance level (APL) objectives and life-coping skills in the instructional and assessment activities of the program.
10. To continue participation in teacher training activities designed to improve instructional techniques and approaches.

DESCRIPTION

1. Continued employment of full-time literacy coordinator to administer all phases of the project. In-depth pre-service training activities in cooperation with "Operation Upgrade" in Baton Rouge and the "Reach and Teach Project" at Southern University.
2. Development of a curriculum for the elderly. Employment of part-time paraprofessionals for classes for the elderly.

DESCRIPTION (continued)

3. Instructional activities and incorporations of adult performance level objectives into all phases of the instructional program. Expansion of initial contacts with other agencies, institutions, organizations, etc. for expanding program services.
4. Developing of promotional and publicity for parish-wide distribution concerning "Project Special Delivery." Existing instructional services. Initial procedures for organizing parish-wide literacy council. Compiling of a needs assessment from outreach efforts and propose expanded instructional activities.
5. Completion of program evaluation reports and compiling of all necessary information for the evaluation of program activities. Specific recommendations and suggestions for program revision, competencies, expansion, etc., and identification of problem areas of need.

FUNDING

$18,500 October 1, 1981 - September 30, 1982

TARGET AUDIENCE

Elderly, blacks, rural residents, and volunteers

PRODUCT

Development of a curriculum for the elderly.

TITLE Application Manual - ABE for Seniors O-3

CONTACT Yolanda Jeselnick (717) 233-7736
Executive Director
Pennsylvania Senior Center Institute
2205 North Second Street
Harrisburg, Pennsylvania 17110

OBJECTIVES

1. Inform the aging network of the adult basic education resources, including ABE programs, agencies, and program resources.
2. Inform the basic educational agencies of the aging network and the educational needs of the aging population.
3. Provide a series of 50 lesson plans utilizing community resources that can be adapted for educational programming for seniors.

DESCRIPTION

A handbook will be developed, reviewed by an advisory committee, and printed for distribution. Regional meetings will be held with joint attendance of agencies holding adult basic education contracts and area agencies to review the manual, and provide a forum for exchange of information.

FUNDING

$13,774 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Older adults, classroom teachers, and area agency and ABE educators

PRODUCT

Product developed will be disseminated to state and federal offices of adult basic education; aging; to the 49 area agencies on aging in Pennsylvania; the 106 adult basic education vendors; the 29 intermediate units in Pennsylvania; SCAN, the National Clearinghouse on Aging, and ADVANCE, the Pennsylvania Clearinghouse on Education. Additional copies may be available for purchase. Costs have not yet been determined. Copy should be available upon expiration date of project.

EVALUATION

Adult basic education programs report to the state office ages of persons served. The current reporting system already shows an extremely low percentage of older adults. Effectiveness of a "hands-on" introduction accompanied by the handbook should have an immediate impact in numbers of older adults served.

The methodology presented in the lesson plans - utilization of community personnel and resources - should have the effect of providing service to a population not currently served in many geographic areas at no additional expense to public funding.

Individual lesson plans will be field tested by paid senior center staff who will evaluate the individual lesson plan, the effectiveness of the instructor. The older adult will evaluate the effectiveness of the learning program.

TITLE Project Senior 0-4

CONTACT Jean Owsley (307) 864-3273
Adult Education Coordinator
NOWCAP/State Department of Education, Wyoming
415 Springview
Thermopolis, Wyoming 82443

OBJECTIVES

1. Provide educational experiences for persons over age 55 in Hot Springs County, Wyoming.
2. Programs presented will follow requests/suggestions found through the countywide survey conducted in June 1980.
3. Provide one-to-one and other home-based experiences for isolated, homebound Seniors.
4. Promote interagency cooperation to accomplish the goals and objectives of Project Senior.

DESCRIPTION

A survey was conducted at the beginning of Project Senior; as a result many programs were offered to the Senior population of this county.

Course content, materials, facilities, etc., for each course have been designed, developed, or written by the individual instructor. Each instructor has an expertise, advanced or special training in the course he/she offers. Additionally, each instructor reviews the attached information sheet on teaching older adults with a Project Senior staff person.

The Water-Cise and Senior Aerobics are particularly successful and have unique contents. However, the course outlines are too lengthy for this report but are available upon request to Project Senior, 415 Springview, Thermopolis, Wyoming 82443 (307-864-3273).

Advertising and promotion of courses are conducted by all cooperating agencies through radio, newspaper, word-of-mouth, flyers, posters, announcements on special senior radio programs, at lunches at the Senior Citizens Centers, special invitations, newsletters, journals, and public speaking engagements.

FUNDING

$6,000 February 1982 - July 1982

TARGET AUDIENCE

Older adults, rural residents, classroom teachers, volunteers, and paraprofessionals

PRODUCT

Currently, the staff of Project Senior anticipates producing only one handbook/report describing this project. That handbook, when completed in October 1982, will include the needs assessment and evaluation tools, a guide for instruction of older Americans, course description and outlines, methods of developing and sustaining inter-agency cooperation, effective promotion means as well as a statistical overview and comments on the success/failure of Project Senior.

Report to RETP (Regional Education and Training Project/Administration on Aging) for a Directory of Exemplary Program Information available by contacting Patricia A. Bisant, Coordinator for Regional Education and Training Project, 1649 Downing Street, Denver, Colorado 80218 (303-831-0303).

Reports on all activities, evaluations, assessments, etc., will be available at the project's end in October 1982. (Postage and handling charges only, write to: Project Senior, 415 Springview, Thermopolis, Wyoming 82443.)

Mountain Plains Adult Education Newsletter (Patricia Bramlett, Editor - New Mexico State University, Dona and Branch, P.O. Box 3DA, University Park, New Mexico 88003) Issue No. 1, 1981-82, p. 6, "Highlights from Myths and Realities of Aging", Jean Owsley. From an MPAEA Workshop presentation in Jackson, Wyoming.

EVALUATION

Upon completion of Project Senior's implementation year (May 1982), evaluations and interviews of participants, instructors, and cooperating agencies will be conducted to determine the effectiveness, impact, and change resulting from this pilot project.

At the present time those evaluation tools are being developed by the Project Senior staff. Final results will be available in October 1982.

TITLE Special 310 Project in Adult Education R-1

CONTACT David Powe (601) 684-4661
Administrative Assistant
McComb Municipal Separate School District
695 Minnesota Avenue, P.O. Box 868
McComb, Mississippi 39648

OBJECTIVES

1. To develop an attitude of inquiry in order to examine existing available ABE resources.
2. To develop both general knowledge and interest in available ABE services.

DESCRIPTION

1. To saturate all news media within this area describing the services available to this target population. Notices will be sent to each schoolchild's home announcing the available services. Industries, community organizations, civic groups, churches, etc., will be sent written notices to notify their memberships of these opportunities.
2. To provide simple and understandable statements of program descriptions. This will be provided through the media blitz as described in Procedure #1.

FUNDING

$4,880 September 1, 1981 - June 30, 1982

TARGET AUDIENCE

Rural and urban residents

PRODUCT

Informational brochures will be developed for dissemination purposes. The population best served by the brochures will be those undereducated persons (less than a high school degree) residing in McComb and Pike Counties.

EVALUATION

1. The effectiveness, impact, and changes resulting from this project can only be measured by the number of residents made aware of the ABE program and the response to the efforts to increase the number enrolled as it applies to the member identified in the area and the goal set forth in the project.

2. The delivery system planned is prepared tapes for radio presentations, newspaper articles with pertinent information, telephone calls to key residents in the target areas, and letters to organizations who will be able to reach the masses quickly, e.g., churches, civic organizations, etc. With these instruments we hope to reach and serve at least 1,000 of the 4,500 who have been identified as needing educational assistance in the Pike County area.

TITLE Statewide Radio Publicity R-2

CONTACT James Rivers (603) 225-5521
103 Mountain Road, RFD #11, Box 157
Concord, New Hampshire 03301

OBJECTIVES

To utilize New Hampshire radio stations as a major recruiting tool for undereducated adults.

DESCRIPTION

A series of six PSA radio tapes are produced for use by each radio station in the state. Multiple copies of each tape are provided to the State ABE office every 60 days throughout the school year. The tapes are delivered by local ABE Directors to radio stations in their areas. The tapes have written tags to give the local ABE office number.

FUNDING

$450 September 1, 1981 - June 30, 1982

TARGET AUDIENCE

Rural and urban residents

PRODUCT

This project has been continued on a yearly basis for the past six years. The radio tapes are a major part of our statewide recruiting effort.

Sample copies of the tapes are available at no cost from the State ABE Office.

EVALUATION

Many local ABE programs conduct surveys to ascertain the effectiveness of the radio tapes.

TITLE ABE Recruitment Materials R-3

CONTACT Max W. Way (614) 289-4033
Assistant Superintendent
Scioto Valley Local School District
Piketon, Ohio 45661

OBJECTIVES

Major objective is to develop a statewide public awareness and recruitment campaign through use of billboard advertising.

DESCRIPTION

The major outdoor advertising companies serving Ohio have agreed to give free and/or reduced cost space on billboards throughout the State. Posters 9"x12" and 5"x11" featuring Johnny Cash and ABE-GED related script are to be used.

It is anticipated that some 5"x11" posters will be placed on vacant storefront windows in selected inner-city and other choice locations. Posters are to be provided through this project at no cost to local participating ABE program.

FUNDING

$3,200 August 10, 1981 - August 31, 1982

TARGET AUDIENCE

Functionally illiterate

PRODUCT

ABE-GED Awareness posters featuring Johnny Cash were originally designed and produced under the auspices of the Tennessee State Department of Education. These materials were made available to other states for pupil awareness-recruitment promotions. Other program promotional media items featuring Johnny Cash have been or will be produced and distributed. These include radio-TV spot announcements, posters, and bumper stickers.

To date, only distribution data has been reported. Data related to impact of awareness campaign and cooperative efforts of outdoor advertising companies giving public service commitments will be reported in August 1982. This report will be available from: Adult Education Department, Scioto Valley Schools, P.O. Box 600, Piketon, Ohio 45661. Cost: None.

EVALUATION

A questionnaire will be sent to all ABE Programs and School Superintendents in Ohio requesting information and data related to the impact of the outdoor advertising promotion of ABE-GED. Questionnaire will be mailed in May 1982. Returned will be tabulated and reported to State Department of Education in August 1982. Questions will relate to number of inquiries for local program information, comments and feedback related to public awareness of ABE-GED advertising, and numbers of enrollees recruited or motivated by outdoor advertising.

TITLE University of Arkansas Adult Education Project S-1

CONTACT Dr. Rhonda L. Harvey (501) 575-4407
Associate Professor
University of Arkansas
217 Graduate Education Building
Fayetteville, Arkansas 72701

OBJECTIVES

1. Continue offering the masters and specialist degrees in adult education.
2. Continue implementation of a doctoral program in adult education.
3. Offer courses in adult education that will satisfy certification requirements, whether an adult educator wants a degree or not.
4. Assist local adult education programs with specific problems they may encounter relative to teaching adults.
5. Assist the Adult Education Section of the Arkansas Department of Education with problems they may encounter in administering the statewide program.
6. Assist with non-credit workshops and conferences when appropriate.

DESCRIPTION

The staff development activities conducted by the University of Arkansas included non-credit workshops and conferences for credit. Various techniques were used including lectures, group discussions, buzz sessions, panels, brainstorming, demonstrations, etc.

FUNDING

$39,250 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers, administrators, counselors, and women

PRODUCT

Three-quarterly reports plus a final report will be available from the Adult Education Section of the Arkansas Department of Education.

EVALUATION

This project is evaluated in conjunction with all of the 310 Projects in the State of Arkansas by an outside evaluator, the contract being awarded by the Adult Education Section of the Arkansas Department of Education. The results of the evaluation should be available in that document.

TITLE Teacher Training: Adult Education Concentration S-2

CONTACT Joyce Clark (501) 367-6811, ext. 62
Instructor
University of Arkansas at Monticello
P.O. Box 2092 UAM
Monticello, Arkansas 71655

OBJECTIVES

Course work in adult education leading to certification in adult education.

Courses: Methods and Materials of Adult Education
Teaching Reading to Adults

DESCRIPTION

Lecture/discussion, reports, field trips, resource people, projects, and instructional modules

Topics: Performance objectives and criterion-referenced tests
Readability level of materials
Undercutting materials for adults
Diagnostic and prescriptive instruments
Evaluation of materials to use in the adult classroom
Selection of variety of materials
Writing for adult students - self-instructional modules
Writing for adult students - life-coping skills
Reading for adults: The Adult Learner, Stages of Reading, Word Processing Objectives and Implementation, Organizing for Instruction, Preparing Adult Materials

FUNDING

$4,069.75 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers

PRODUCT

Students in the class developed instructional modules in life-coping skills for use with adult students. Modules could be photocopied at a cost of 50 cents each.

Handouts and syllabus were developed by the teacher.

EVALUATION

Teaching will be evaluated by the completion of evaluation packet used by UAM for all teachers.

Course work will be evaluated by projects, tests, and participation.

TITLE Planned Certification Program for Adult Educators Who Hold Valid Arkansas Teaching Certificates S-3

CONTACT Professor Alvin McRaven (501) 972-3064
Counselor Ed/Psychology
Arkansas State University
P.O. Box 1260
State University (Jonesboro), Arkansas 72467

OBJECTIVES

To establish a non-degree planned program of studies leading to state certification of adult educators.

DESCRIPTION

Not applicable.

FUNDING

$17,549 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers

PRODUCT

An effort will be made to conduct a questionnaire-type study for the purpose of determining the characteristics of the ABE and GED students who attend classes. It is hoped this will help determine the course of instruction for the teachers seeking certification. We have had the project for one semester and need to determine how to proceed with our research.

EVALUATION

1. Teacher-made tests
2. Library reports
3. Class projects.

TITLE ACSA ABE/ESL Staff Development

CONTACT Lynn Savage (415) 861-2095
San Francisco Community College Dist.
33 Gough St.
San Francisco, CA 94103

OBJECTIVES

To develop mini-conferences at the local level with these focuses:
1) Upgrading teachers' competencies in ABE.
2) Upgrading teachers' competencies in ESL/VESL.
3) Training in recognizing symptoms of 'teacher burn-out' and learning how to cope with it.
4) Training in the roles of Administrator and Counselor in AE.
5) Training in CBAE implementation.

FUNDING

$215,449. July, 1981 - June, 1982

TARGET AUDIENCE

Classroom Teachers; Administrators; Counselors; Volunteers; and Paraprofessionals.

EVALUATION

All mini-conference sponsors submitted an evaluation component before their project was approved. They then submitted completed overall evaluations after the conference in order to be funded.

TITLE Staff Development Through Regional Workshops-Lead Teachers S-4

CONTACT Vicki Morrow
Project Manager
Northern Plains Region
2407 LaPorte
Ft. Collins, Colorado 80521

OBJECTIVES

1. To identify lead teachers.
2. Plan regional workshops to meet identified needs.
3. Implement regional workshops to meet identified needs.
4. Plan coordination of project.
5. Disseminate results to CSU Resource Library and Colorado Department of Education Resource Library.

DESCRIPTION

A planning group composed of project directors of the Northern Plains Region and the State Department of Adult Education met to identify lead teachers for workshop presentations to meet needs expressed by teachers of the Northern Region. Four lead teachers were identified who could provide training in ESL, GED, ungraded subjects, and competency-based education. Workshop content was consolidated into three sessions of longer time periods. College credit from Colorado State University is available for those desiring this verification of skills learned. Three workshops will be offered during the project duration. One workshop has been completed with 23 participants from 6 programs in attendance. This first workshop focused on ESL techniques, Citizenship, and Driver's Education, with some techniques for low-level readers. The second workshop will be conducted by a reading instructor from Colorado State University; the third workshop will focus on GED.

FUNDING

$2,073 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers, volunteers, and paraprofessionals

PRODUCT

Outlines of workshop content, available in Spring, 1982.
Packet handouts in ESL ungraded Citizenship and Driver Education.
Reading and GED subject areas.

EVALUATION

Participants are asked to complete an evaluation questionnaire after each workshop. A follow-up meeting of Project Managers will evaluate the overall effectiveness of the project.

Representative from the Colorado Department of Adult Education evaluates each workshop.

TITLE Regional Staff Development S-5

CONTACT Arthur W. Burrichter (305) 393-3618
Project Director
Susan C. Gunn
Staff Development Coordinator
Adult Education Office
Florida Atlantic University
Boca Raton, Florida 33431

OBJECTIVES

The Adult Education office of Florida Atlantic University proposes to coordinate a statewide adult education staff development program. This program will be conducted in each of the five regions and includes regional needs assessment, regional planning, and staff development activities requested in each region.

Specifically, the project objectives are as follows:

1. Needs Assessments. To involve teachers, counselors, or administrators to assess staff development needs in each of the five regions of the state.
2. Regional Planning. To support a Regional Planning Committee to plan staff development activities based on needs identified in Objective 1.
3. Technical Assistance. To provide technical assistance for local staff development efforts. This project will advise local staff developers that expertise is available in these areas: Adult Counseling and Information Sharing, Orienting New Teachers, Outreach, Adult Learning, Curriculum Development, Instructional Skills, Community Resources, and Burnout. This assistance is intended to impact the quality and delivery of local staff development efforts.

DESCRIPTION

The processes used to implement project objectives include survey techniques and interview, and committee decisionmaking for needs assessment and staff development planning. The methods employed for staff development will depend on the needs expressed and the appropriate regional approach to meet the need effectively.

FUNDING

$55,000 October 1, 1981 - September 30, 1982

TARGET AUDIENCE

Classroom teachers, administrators, and counselors

PRODUCT

Reports/products developed to date: Needs assessment surveys for adult education administrators, counselors, and teachers have been developed and disseminated throughout the five regions statewide in Florida. Copies of these are available on request from Adult Education, Florida Atlantic University, Boca Raton, Florida, 33431.

EVALUATION

Evaluation of project objectives will be accomplished in a variety of ways. The needs assessments of adult education teachers, administrators, and counselors will be validated through interviews, research, and planning committees representative of the population surveyed.

The Regional Planning Committee composed of administrators, counselors, and teachers will use data collected from needs assessment processes and their own expertise and knowledge to initiate regional adult education planning. Evaluation of this process will be accomplished through communications with participating agencies.

Each discrete activity implemented will be evaluated separately based on the objectives outlined in planning.

TITLE Staff Development Training Modules for Adult Education S-6

CONTACT Dr. Barbara C. Palmer (904) 644-5458
Associate Professor
College of Education
The Florida State University
115 Education Building
Tallahassee, Florida 32306

OBJECTIVES

The completion of the following adult education staff development training modules (these modules have been consistently requested from the field):

1. ABE: Past, Present, Future
2. Clientele of ABE
3. What Should the Content Be?
4. Teaching Reading
5. Goals and Techniques in Mathematics for ABE
6. ABE Workshops

The completed modules will be self-contained and self-instructional so that each may be used individually or with groups. All modules feature action-oriented activities designed to reinforce and supplement the basic content.

DESCRIPTION

The drafted modules listed above are being edited, illustrated, and field tested. Following an analysis of field test data, revisions are being made in the modules when deemed appropriate.

FUNDING

$7,000 August 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers, volunteers, and paraprofessionals

PRODUCT

A series of six training modules, focusing on teaching approaches and strategies to be used in the development of literacy skills among Adult Basic Education students, will result from this project. These self-contained and self-instructional modules with action-oriented activities provide a theoretical as well as a practical framework for teachers of ABE students to use in developing basic skills and providing improved instruction.

The following instructional materials will be available by June 30, 1982:

1. ABE: Past, Present, Future
2. Clientele of ABE
3. What Should the Content Be?
4. Teaching Reading
5. Goals and Techniques in Mathematics for ABE
6. ABE Workshops

PRODUCT (continued)

For information regarding dissemination through Florida's Department of Education, Mr. John E. Lawrence, Administrator, Adult and Community Education Section, Department of Education, Tallahassee, Florida 32301, should be contacted.

EVALUATION

The project personnel work closely with the administrator and staff of the Adult and Community Education Section of the Florida Department of Education. In addition, various members of the State Advisory Council on Adult and Community Education are contributing to the evaluation process. The project staff conducts quarterly evaluations to assess project effectiveness and completes quarterly reports as required by the Department of Education.

TITLE Improving Adult Education Program Delivery S-7

CONTACT Elizabeth Singer (305) 631-1911 ext. 486
Project Coordinator
Brevard County School Board
1274 South Florida Avenue
Rockledge, Florida 32955

OBJECTIVES

Train 24 adult education teachers and counselors to become school-based inservice contacts for the adult education resource teacher at nine adult centers; develop guidelines for ABE, GED, high school completion courses, placement and counseling procedures, and implement an already created developmental program plan for adult education; develop guidelines for using the Cambridge Video Tape programs (KET GED, Performance, We the People...Read, Just Around the Corner); develop teacher and student needs assessment instruments to determine program needs and delivery of program needs.

DESCRIPTION

Six 4-hour workshops were planned for Saturday mornings beginning in September 1981 to April 1982.

The Project Coordinator (Resource Teacher) visits personally with each participant to discuss needs and progress. All of the project's objectives have been met, except for the completion of the course outlines, counseling guide, and video guide. The final training session will be conducted by Dan Gardner and Susan Gunn from Florida Atlantic University. (Both have been in on the project since its conception.) Evaluation and finalizing the guides for printing will occur in March 1982. Dissemination will be available in June 1982.

FUNDING

$11,365 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Educational level, ABE - high school completion students; classroom teachers; adult education administrators

PRODUCT

1. "Improving Adult Education Program Delivery" project report, December 1981. Contains all communications concerning the project, copy of the grant, needs assessment instruments that were developed, summaries of all workshop activities, course outline format, worksheets for the task teams, and results of needs assessments. Provided free upon request. Will be updated and reprinted in April 1982.

2. "Course Outlines for Adult Education High School Completion", "Counseling Guide", "GED and Video Use Guide", Available in June 1982. No cost.

TITLE Idaho ABE Staff Development Program S-8

CONTACT Dr. James L. Black (202) 885-6556
Associate Professor, Adult Education
College of Education
University of Idaho
Moscow, Idaho 83843

OBJECTIVES

1. Determine the professional growth needs of ABE teachers, aides, and administrators.
2. Provide technical and inservice assistance to each ABE program.
3. Provide opportunities for ABE staff to enroll in adult educationally-related courses.
4. Promote the use of competency-based adult education teaching materials.
5. Participate in Idaho ABE Administrators Advisory Council activities.
6. Appoint and train six affiliate faculty to teach basic adult education courses in each of the six major ABE service areas of the state.
7. Establish a headquarters for the Region X Adult Education Staff Development Consortium.
8. Maintain active memberships with state, regional, and national adult education professional associations for purposes of professional growth and dissemination of information.

DESCRIPTION

The staff development coordinator, in cooperation with the six area ABE Program Directors, plans activities that relate to needs identified at the state and local levels. Activities conducted in relation to identified needs include:

1. Either a state or regional ABE Teachers Summer Conference, held prior to fall program.
2. Each area ABE center conducts orientation sessions with center staff and teachers from satellite programs.
3. Special workshops and programs are planned throughout the year on topics identified as being "on the cutting edge" in adult education, e.g., competency-based adult education, adult learning disabilities, volunteer training, teacher competencies, refugee programs, ESL, etc.
4. Graduate level courses in adult education offered on campus and at area ABE centers.
5. Technical assistance and consultation provided as needed and requested at each area ABE center and for satellite program staff.

FUNDING

$39,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Older adults; educational levels 1-8, high school and over; rural residents; urban residents; correctional institutionalised; immigrants; adults with limited English language skills

PRODUCT

A one-semester course, Introduction to Adult Education, has been developed to be offered in the six major program areas of the state in a classroom mode.

EVALUATION

An annual report, written in narrative style, will be prepared that will attempt to relate qualitatively and quantitatively to the objectives listed above.

Idaho's staff development program is also included as an assessment item in the Region X Adult Education Consortium's program evaluation project, whereby each state selects certain ABE program sites to be evaluated by teams from states other than the one being visited.

TITLE Phase II: Development of Statewide Training Manual for ABE/GED Instructors S-9

CONTACT Theodore W. Wishropp (913) 532-5560
Director of Development
Division of Continuing Education
Kansas State University
301 Umberger Hall
Manhattan, Kansas 66506

OBJECTIVES

1. Write a statewide training manual for experienced ABE/GED instructors.
2. Determine the content pertinent to level of audience.
3. Publish a statewide training manual.
4. Distribute the training manual to all Kansas Adult Learning Centers.

DESCRIPTION

1. Appoint an advisory council consisting of practitioners from Kansas Adult Learning Centers.
2. Review and research national, regional, and state literature.
3. Survey Kansas Learning Center personnel.
4. Conduct an initial face-to-face conference of advisory council.
5. Conduct two follow-up teleconferencing meetings of advisory council.
6. Visit Learning Centers of advisory council members.
7. Categorize by section the content areas to be addressed in the manual.
8. Assign each advisory council member a primary and secondary writing task.
9. Require primary writer for each section to develop an outline completed by January.
10. Write a final draft of each section based on outline.
11. Edit final draft into a final copy for printing.
12. Mail printed copies to Kansas Adult Learning Centers.

FUNDING

$9,231 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers, administrators, counselors, volunteers, and paraprofessionals

PRODUCT

A Statewide Training Manual for Experienced ABE/GED Instructors will be published and distributed to all Kansas Adult Learning Centers.

The probable date that this document will be available is June 30, 1982. The grant calls for 100 copies to be distributed free to the Learning Centers of Kansas. Additional copies will be made available upon request for the cost of printing, mailing, and handling to be determined later.

EVALUATION

For the objectives and methodologies to be satisfactorily completed, every Adult Learning Center in Kansas will have a copy of the Statewide Training Manual for Experienced ABE/GED Instructors. The success of the project will depend upon the ability of the co-directors and the advisory council members to successfully complete the tasks as outlined in the project design.

TITLE Staff Development S-10

CONTACT Mr. Roger Dirks (913) 233-0313, ext. 280
Director of Continuing Education
U.S.D. #501 Topeka Public Schools
624 S.W. 24th Street
Topeka, Kansas 66611

OBJECTIVES

1. To improve intake procedures at all ABE class centers.
2. To incorporate into the curriculum of all ABE class centers a procedure for diagnosing and remediating adult learning disabilities.
3. To upgrade staff competencies in the following areas: counseling ABE students, communicating with minority cultures, and teaching reading to ABE students.
4. To establish uniform utilization of instructional materials among class centers by evaluating the strengths and weaknesses of materials currently used by ABE instructors.

DESCRIPTION

1. Workshops were conducted to address staff development objectives.
2. Visitations were made to all ABE class centers to oversee implementation of staff development objectives.
3. Conferences were arranged with instructors to review the implementation of new intake procedures and to evaluate individual staff competencies in counseling, diagnosing learning problems, and reading instruction.

FUNDING

$2,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Mexicans and Orientals, physically and emotionally handicapped, older adults, rural residents, urban residents, health and correctional institutionalized, immigrants, adults with limited English language skills, and classroom teachers

PRODUCT

1. A student enrollment packet is being developed to provide concise and accurate information concerning the operation of the ABE program and services which are available to ABE students.
2. A procedure for identifying adult learning disabilities is being incorporated into the curriculum of all ABE class centers, along with appropriate instructional strategies for remediating learning problems.
3. An evaluation form is being devised to critique current instructional materials utilized in all phases of the ABE program.

EVALUATION

1. Announced and unannounced visitations were regularly made to all class centers to evaluate the implementation of intake procedures.
2. Conferences were held with individual instructors to identify problem areas and to recommend appropriate corrective actions concerning counseling techniques with ABE students, diagnosing and remediating adult learning disabilitiers, and teaching reading to ABE students.
3. ABE staff will complete an evaluation instrument to indicate their assessment of inservice objectives and methods of implementation.
4. ABE students, through verbal and written evaluations, will be given an opportunity to assess inservice objectives and their impact on the educational progress of ABE enrollees.

TITLE Facilitating Independent Experiences, Learning, and Development of Staff (FIELDS) S-11

CONTACT Dee Baxter (316) 265-8666
Director of Continuing Education
Wichita Public Schools
324 N. Emporia
Wichita, Kansas 67202

OBJECTIVES

Project FIELDS will provide staff development and technical assistance to Kansas ABE programs so that teachers will be better equipped to serve the least educated, most in need students. The project will solicit the input of experienced teachers into the training provided and will promote the exchange of "tried and true" methods and materials between teachers and programs. Orientation and training will be provided to new teachers in ABE so that they understand their clients and can serve them using methods and materials appropriate for adult students. New teachers will be encouraged to visit and work with experienced teachers to increase their competence and to provide them with an awareness of the variety of teaching options and resources available in Kansas. In addition, this project will provide follow-up and specialized training so that local programs can meet special, high priority needs.

DESCRIPTION

Assessing the needs of Kansas ABE programs and meeting those needs through staff development training workshops will be provided to individual programs, area cluster conferences, and state conferences. Technical assistance, including the recommendation of materials and the purchasing of selected materials, will be provided. Other assistance will be available to teachers and programs concerning resources and special program development. Establishing cooperation with community agencies such as libraries, job service, women's agencies, mental and social aid agencies, and the private sector which facilitates ABE clients' access to the best resources and most effective means for meeting their needs will be emphasized. Interpersonal skills development will be incorporated into the workshop designs which include new teacher training, ESL, learning disabilities, student motivation, assessment and prescription, drug and alcohol abuse, and curricula development in the areas of basic reading, writing, and mathematics and life-coping skills.

FUNDING

$25,000 September 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers

PRODUCT

Special Curriculum: Characteristics of and Teaching Techniques Appropriate to Special Populations - Displaced Homemakers, Handicapped, Incarcerated, Military, Non-English Speakers, and Older Students.

Media Presentation: "Hey Teach! Want Me to Say My ABE's?" - Characteristics of the adult learner, the Kansas ABE program, content areas appropriate to ABE including life skills, teaching and learning styles, effective teaching methods, progressive assessment, and developing individual study plans.

Intermediate and Final Reports: Detailed program reports listing all staff development activities and workshop designs, evaluation of results, and suggestions for future activities will be made available January 30 and June 30, 1982.

EVALUATION

The project evaluation form provided by the State Office of Adult Education will be used to provide an overall evaluation. Narrative reports of activities throughout the project will also serve as evaluation tools. Assessment of teacher competencies prior to appropriate workshops and evaluations made by teachers and program directors following all staff development activities will complete the evaluation process. The indicators of success will be the number of teachers trained and increased teacher knowledge and satisfaction.

TITLE N.E. Cluster Staff Development Project S-12

CONTACT Bob Becker (913) 242-6719
Director
Areas Service Center at Ottawa
125 East Second Street
Ottawa, Kansas 66067

OBJECTIVES

1. Provide in-service training for Adult Basic Education teachers in the N.E. Kansas Cluster.
2. Provide a monthly report of new materials available from the area service centers.
3. Provide a monthly newsletter containing information on new materials available from the area service centers, teaching tips, and general information.

DESCRIPTION

On October 23, 1981, 26 adult education teachers and directors attended an in-service meeting at the area service center in Ottawa. The principal speaker was Sandra Suttle (Project FIELDS). She made a presentation on being an effective teacher by understanding the total student.

At this meeting, teachers were polled as to the content of the next in-service, tentatively scheduled for the end of February. Tips for instruction in teaching math and English were recommended.

The area service center also mails out a monthly newsletter.

FUNDING

$1,365 October 15, 1981 - October 15, 1982

TARGET AUDIENCE

Classroom teachers, administrators, and counselors

PRODUCT

Other than the evaluation and the newsletter, no products were developed.

EVALUATION

After the presentation, each participant rated the in-service.

Most felt that the in-service objectives were clearly stated and that these objectives were met. The major weakness was that some of the material covered was already familiar. Since this was the first of the in-services, the participants' experience was not adequately known.

TITLE Adult Education Programs, Evaluation, Research and Training S-13

CONTACT Lawrence Moore (502) 762-4150
Project Director
Murray State University
Extended Education, Sparks Hall, Room 317
Murray, Kentucky 42071

OBJECTIVES

1. To conduct preservice and inservice for adult educators in West Kentucky.
2. To coordinate a statewide conference for adult homebound instructors.
3. To offer credit courses for adult educators.
4. To develop and conduct a follow-up survey of GED candidates who tested in 1976.
5. To develop a concept paper on statewide networking for adult education program efforts.

DESCRIPTION

1. Preservice and inservice sessions were conducted in a workshop fashion, based on prior survey information, and participant evaluation was obtained for each activity.
2. A statewide paraprofessional conference was coordinated in conjunction with two state educational organization conferences. Basic skills topics were provided participants: English, math, and counseling.
3. Credit courses were offered in two locations in the service region of the University.
4. A follow-up survey of GED graduates includes both those who successfully completed the GED and those who tested but did not pass during the 1976 calendar year. To date, a partial mailout of survey instruments has been achieved.
5. Two rewritings of a concept paper to develop a statewide network for educating adults has been completed.

FUNDING
$49,349 July 1, 1981 - June 30, 1982

TARGET AUDIENCE
GED educational level

PRODUCT

1. A statewide survey of GED candidates, including the instrument, letters, and methods of sampling will be included in the report. The survey is an evaluation of adult education program client impact.
2. A method of ABE teacher training needs assessment has been attempted, and a report of the method, using five blank cards per participant at inservice, will be developed at the close of the project year.

PRODUCT (continued)

Three reports will be available after June 30, 1982:

1. A final report of the adult education program client impact, measuring the changes in the lives of adults who tested on the GED in 1976, will be completed by June 1982.
2. A report of a method for conducting an ABE educator training needs assessment will be available after June 1982. The method of utilizing blank 3 x 5 cards, five per participant, has been attempted, and provides a rapid means of determining major training topics.
3. A concept paper calling for increased collaboration, coordination, and cooperation will be available after June 1982.

TITLE A Comprehensive Training for Adult Basic Education Personnel and Conduct of Client Impact Study, Data Collection, and Networking Systems S-14

CONTACT Sharon Moore (606) 783-3111
ABE Training Project Assistant Coordinator
Department of Leadership and Foundations
Morehead State University
UPO 1353
Morehead, Kentucky 40351

OBJECTIVES

1. Adult Education Client Impact on Communities and Society - A Five-Year Study
2. Fall In-Service: Preparing for GED Test; Remedial Reading Techniques and KY Data Collection System
3. Paraprofessional Home Instruction Conference
4. ABE Credit Training
5. Collaboration Strategies and Assistance for Implementation of Kentucky's Statewide Data Collection System
6. Kentucky Networking System Design-Product Document
7. New ABE Personnel Pre-Service Training
8. Special Promotion, Recognition, and Dissemination Activities

DESCRIPTION

The training components are conducted via workshop, conference, regional in-service training, and formal graduate courses. The developmental components and dissemination activities are carried out via an "informal networking" system with the SDE, other 310 projects, and local programs and cooperating agencies.

FUNDING

$94,734 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers, administrators, counselors, volunteers, and paraprofessionals

PRODUCT

1. "A Computerized Data Collection System for the Ky. ABE Program" to be used by state departments as a system for collecting student enrollment and separation information, and data on all ABE personnel. The system will allow access to evaluation procedures and aid in statistical reporting to the U.S. Department of Education. The product consists of:
   a. Data collection forms
   b. General purpose answer forms
   c. Instructions
   d. Computerized program
   (Available in Summer 1982 - free)
2. "Client Impact Study" A survey of 1,000 examinees who successfully completed the GED exam in 1976. Results will show the impact of adult education, and the GED on their lives.
   (Available in Summer 1982 - free)
3. The Paraprofessional Handbook - A Guide for Homebound Instructors
   (Now available - free)

TITLE Project Adult Education

CONTACT Dr. Don Locke (318) 342-4075
Northeast Louisiana University
University Avenue
Monroe, Louisiana 71201

OBJECTIVES

After participation in the training institute, the adult educators will:

1. Be able to describe both traditional and nontraditional adult learning environments.
2. Develop and demonstrate increased understanding and coping techniques with cultures, lifestyles, and mores of the adults they serve.
3. Increase knowledge of the service delivery system of adult education possible through a variety of sources including human services agencies, community education programs, business and industry, vocational-technical schools, governmental agencies, correctional institutions, and other community organizations.
4. Provide input in written form of the needs of the adult educators in Louisiana which can be addressed in further course offerings at Northeast Louisiana University.
5. Be exposed to specialized techniques used with the undereducated adults in both rural and urban settings.

DESCRIPTION

1. Northeast Louisiana University proposed a 6-hour training institute for adult educators. The purpose of this institute would be to increase and expand the adult educators' effectiveness with their nontraditional students. This goal would be obtained by six sessions of a training institute in the spring of 1982 and a 2-week short course in the summer of 1982.
2. The fall of 1981 would be used as the planning period of the project. The spring institute held for six Saturdays would utilize guest lecturers known for their expertise in the field of adult education. Tentative topics would include but not be limited to nontraditional adult learning programs, planning and implementing an exemplary adult learning program, recruitment and retention in adult programs, adult reading techniques, adult math techniques, cultural and lifestyle influences on an adult learning program.
3. The 2-week summer institute's focus would be increases awareness and coordination between public and private agencies, private business and industry, vo-tech schools, correctional institutions, and other community agencies involved in adult education.
4. The participants would by the end of the summer institute individually submit a written plan which would include a listing of needs for the adult educators in Louisiana as well as input into what course offerings could help address these needs.
5. This workshop would develop communication lines between the existing agencies and training programs to encourage more open communication lines for coordination and cooperation.

FUNDING

$8,402 October 1, 1981 - July 30, 1982

TARGET AUDIENCE

Classroom teachers, administrators and counselors

EVALUATION

The evaluation process will be multi-faceted and conducted by the project staff, consultants, institute participants, and local adult education program administrators. The main points of evaluation are as follows:

1. Each participant will be evaluated on the accomplishments of the institute's objectives by taking an objective type test at the beginning and end of each institute session.
2. Each consultant's effectiveness will be rated by the project staff and participants.
3. The institute participants will provide written input as to the continuing needs of the adult educator and provide suggestions as to course content to meet these stated needs.
4. The project consultants would provide a written critique of the institute's organization and effectiveness.
5. Thje project director will evaluate the effectiveness of the institute by analyzing the results of the pre- and post-tests, consultant evaluation sheets, and assimilate the results of the participants' input on continuing needs and suggestions to meet those needs.
6. Follow-up questionnaires will be sent to local adult education administration in the spring of 1983. These questionnaires will assess carryover of project's objectives into the local programs.

TITLE Adult Education Graduate Program S-16

CONTACT Joan K. Fischer, Ed.D. (617) 793-8121
Director, Community Affairs
Worcester State College
486 Chandler Street
Worcester, Massachusetts 01602

OBJECTIVES

1. To provide staff development for educators/trainers of adults throughout the State.
2. To offer quality graduate courses in adult education on the Worcester State College campus and at off-campus sites to meet the needs of adult educators/trainers.
3. To assess needs and to offer workshops to meet those needs on-campus and at off-campus sites for credit or non-credit.
4. To offer a credit option for workshops offered by qualified agencies/organizations that meet Worcester State College standards.
5. To design new courses/workshops to meet the assessed need of adult educators and other professionals and paraprofessionals in adult education.
6. To build a resource bank of information and materials and personnel to provide ongoing professional and personal growth and development for adult educators.
7. To provide a brokering service for the exchange and sharing of material and personnel resources in adult education.
8. To identify client populations in organizations and agencies which are in need of education/training in adult education.
9. To develop and maintain linkages with organizations and agencies involved in education/training for professional staff development.
10. To serve as a statewide clearinghouse for current curriculum and professional information, materials, and resources in all phases of adult education.
11. To provide professional and staff development support services as requested by State Bureau of Youth, Community and Adult Services and the Office of Community Affairs, Worcester State College.
12. To provide counseling and guidance regarding information in adult education to new students and matriculated students.
13. To continue to develop the Training and Development/Human Resource Development (T&D/HRD) Certificate to meet the changing needs of professionals in the training field.
14. To continue to develop linkages with organizations and agencies such as business and industry, human services, and health care services to exchange and share resources for the benefit of all adult learners and adult educators/trainers.

FUNDING
$43,122 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers, adult educators/trainers, counselors, volunteers, and paraprofessionals

EVALUATION

The evaluation of the Adult Education Graduate Program is an ongoing process throughout the fiscal year. Formal internal and external evaluation takes place at the end of each course and at the end of the spring semester. Informal monitoring of the program is provided throughout the year by the State Regional Supervisor and the Advisory Board at their regular meetings. The outcome of the formal evaluation will be submitted to the Regional Supervisor by May 30, 1982.

Internal Evaluation:

1. Students will evaluate each course and workshop in which they participate both on and off-campus.
2. All matriculated students in Adult Education programs will be mailed an evaluation to generally evaluate the program content and services.
3. The coordinator of the program will maintain and make available records that are relevant to each of the goals stated in the proposal. The Advisory Board has access to these records throughout the year.

External Evaluation:

1. The Adult Education Advisory Board will formally rate the program with respect to the goals specified in this proposal.
2. An evaluation report summarizing the responses of participants in courses and workshops, matriculated students, and the Advisory Board will be completed and submitted to the State Regional Supervisor at the end of the spring semester.

TITLE Staff Development Collaborative 1982 S-17

CONTACT Wayne Intermediate School District, Michigan

DESCRIPTION

The project is designed to develop for each of the six areas of the state a trained staff development facilitator and a capacity building incentive grant management team. Incentive grant projects including five demonstration models will generate significant and extensive data. A council whose membership represents relevant interest areas in adult education will provide guidance.

FUNDING

January 1, 1982 - December 1, 1982

TARGET AUDIENCE

Adult education personnel, administrators, teachers, counselors, and support staff

PRODUCT

A resource directory which includes information on all grants, curriculum and reports; evaluation information on the incentive grant programs and the project as a whole.

Project information will be presented at state and national conferences.

TITLE Statewide Volunteer Program To Increase Adult Literacy S-18

CONTACT Jean Hammink (612) 636-3499
Executive Director
Marilyn Haight
Training Director
Minnesota Literacy Council, Inc.
1524 West County Rd. C-2
St. Paul, Minnesota 55113

OBJECTIVES

The overall outcome objective of the project was to increase individual help given to Adult Basic and Continuing Education (AB/CE) clients by volunteers.

DESCRIPTION

1. Assess resources and needs for volunteers. Two task forces were developed to advise during project development. One group was comprised of volunteer leadership, the other of adult education program personnel. Surveys were sent to AB/CE, MLCI leaders, and MLCI tutors to assess attitudes and interest in including volunteers in adult education classrooms.
2. A Volunteers Manager's Workshop was developed. The surveys indicated a need to train program staff on management of a volunteer program. The 15-hour workshop included topics of planning, job descriptions, interviewing, training, recordkeeping, recognition, supervision, and recruitment. The first workshop in April 1981 had 23 participants. A second workshop in October 1981 had 14 participants.
3. Post workshop assistance was given for volunteer project implementation. This consisted of phone calls, letters, and site visits. Issues dealt with varied according to the concerns of the particular project.

FUNDING

$38,470 July 1, 1980 - June 30, 1982 - a continuing project

TARGET AUDIENCE

Classroom teachers, administrators of AB/CE programs, and volunteers

PRODUCT

A Volunteer Managers Handbook was developed as a resource tool for program managers. It provides theory, application ideas, and sample forms useful in all aspects of volunteer program management. Lead teachers, volunteer coordinators, or anyone responsible for volunteer programming would benefit from the handbook.

EVALUATION

Our annual report statistics show 285 volunteers worked with 584 clients through 27 AB/CE and community education sponsored programs. No data is available to us of the total client population in those programs.

A follow-up evaluation of the Volunteer Manager's Workshop is planned during the second year. This will measure the impact the workshop had on program development.

TITLE Staff Development in Adult Education S-19

CONTACT Eric Strohmeyer (406) 994-4933
Head, Department of Educational Services
College of Education
Montana State University
213 Reid Hall
Bozeman, Montana 59717

OBJECTIVES

1. To provide course work to enable adult educators to continue work toward their Masters degree in Adult Education.
2. Provide training for those new to the field of Adult Education.
3. To provide in-service training for teachers, administrators, and counselors in order to improve the quality of Adult Basic Education services in Montana.

DESCRIPTION

A number of courses will be offered through the project. EDAH 530, "Nature of Adult Education" will be offered for three hours of residence credit spring quarter. The course will meet in three sessions; each session will be held from 7:00 to 10:00 p.m. Friday, and from 9:00 a.m. to 4:00 p.m. on Saturday. The first and third sessions will be held on the MSU campus; the second session will be held twice, once in Missoula and once in Billings. Six courses will be held on campus this summer. The courses will be held during the Regional Conference on Adult Education June 14-18 and 21-25. The design of the conference will allow participants to select from four 2½-day and two 5-day courses. A total of four credits may be earned during the conference. Topics to be covered include: 1) The Undereducated Adult Learner, 2) Functional Competency for Adult Learners, 3) Using Volunteer Reading Tutors in Adult Education, 4) Facilitating Self Directed Learning, 5) Working with Community Agencies and Institutions, and 6) Teaching English as a Second Language to Adults.

FUNDING

$17,844 December 1, 1981 - June 30, 1982

TARGET AUDIENCE

Native Americans, Master's educational level, rural residents, urban residents, classroom teachers, administrators, counselors and, women

PRODUCT

Evaluation reports and course outlines of previous projects are available from the Project Director. Cost of duplication and secretarial assistance would be charged. The same data on the 1982 project will be available after June 30, 1982.

EVALUATION

Upon completion of the course sessions, an instrument will be administered by mail to all of the participants. The instrument will consist of two sections. One section will be composed of statements derived from the specific course objectives submitted by each of the instructors so that the instrument will be reflective of the course taught by a particular instructor. The second session will be an "overall" evaluation of the course.

On the last day of the conference, an instrument will be administered to the conferees. The instrument will consist of two sections. The first section will be composed of statements derived from the conferences' specific objectives submitted by the instructors so that the instrument will be reflective of the way the course was taught. A second part will be an "overall" evalutation of the course.

TITLE Staff Development: Coordination and Direct Service S-20

CONTACT Thomas F. Sousa (603) 271-2249
Teacher Trainer
New Hampshire Department of Education
64 North Main Street
Concord, New Hampshire 03301

OBJECTIVES

Provide comprehensive staff development services for all segments of the New Hampshire Adult Basic Education system.

DESCRIPTION

Activities include:

1. Staff development needs assessments
2. Contracting for teacher-training workshops
3. Providing direct staff development activities in workshops
4. Providint direct staff development activities in college courses
5. Providing tuition support for college courses
6. Providing expenses for local ABE staff to attend state, regional, and national conferences
7. Providing samples of innovative ABE instructional materials

FUNDING

$48,445 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers, local ABE directors, counselors, volunteers, and paraprofessionals

EVALUATION

A variety of evaluation tools are used to measure the success of the entire staff development effort. In addition to written evaluations, a committee of local ABE directors, counselors, and teachers assists the State Office in the evaluation of staff development activities.

TITLE Individualizing Adult Basic Education Instruction for Special Needs S-21

CONTACT Professor James Mitchell
Southeastern Oklahoma State University
Durant, Oklahoma 74701

OBJECTIVES

1. Improve the teacher's awareness of individual abilities and limitations.
2. Improve awareness of the potential and determination of the human spirit.
3. Develop instructional techniques, methods, and materials that compensate for student learning handicaps.
4. Improve the teacher's ability to establish rapport with students who have special differences.
5. Develop techniques to help students learn to organize information.
6. Improve techniques to help students develop strategies for problem solving.
7. Develop strategies for coping with stress.

DESCRIPTION

This project was a five-day teacher training workshop that met from 9:00 a.m. to 4:30 p.m. daily. Five consultants with specialization in the topical areas conducted one day's learning experiences per consultant. The learning activities included lecture, large and small group discussion, 16mm films, filmstrip presentations, demonstrations, and laboratory practice of skills and development of materials for use in instruction. The participants learned to make their own teaching materials from inexpensive materials (Example: color lifts using clear self-adhesive shelf paper).

FUNDING

$25,080 April 1, 1981 - September 30, 1981

TARGET AUDIENCE

Multi-cultural, physically handicapped and learning disabled, ABE level, adults with limited English language skills, classroom teachers, and counselors

EVALUATION

1. At the end of each day the participants responded individually on a form provided evaluating the day's activities. On the closing day of the workshop, a form was completed by each participant evaluating the total workshop. This form included the goals and objectives for the workshop, and the participants rated each objective. Other facets of the workshop were also rated, i.e., speakers, group activities, accommodations, staff, time scheduling, planning, content, and materials. Space was also provided for comments and suggestions for future projects.
2. All the objectives were evaluated by a rating scale.

TITLE Extending, Improving, and Enriching Adult Basic Education Instruction S-22

CONTACT Dr. Imogene Johnson 341-2980 ext. 711
Assistant Professor, Department of Reading
Central State University
100 University Drive
Edmond, Oklahoma 73034

OBJECTIVES

Participants will demonstrate ability to:

1. Adjust the learning environment for ABE students who are physically and/or mentally handicapped.
2. Identify atypical student behavior and be knowledgeable about the professional community services available.
3. Individualize instruction.
4. Identify and understand appropriate instructional methodology/materials.
5. Meet language needs of students who speak English as a second language.
6. Understand skills sequence of basic subjects--reading/math.
7. Utilize informal diagnostic procedures.

DESCRIPTION

The workshop used ABE teachers known for their subject matter expertise and other professionals located in Oklahoma. The activities included large group lectures, small group presentations, audiovisual presentations, and participant sharing. The participants were divided into four smaller groups that rotated until all had been involved in each instructional area. Each participant was provided copies of up-to-date instructional methodology and materials. Each packet was developed for immediate use in the ABE classes.

FUNDING

$24,620 June 22, 1981 - June 26, 1981

TARGET AUDIENCE

Adult Basic Education teachers

EVALUATION

The evaluation of the workshop was conducted by an external evaluator. The report submitted by the evaluator was based primarily on information obtained from frinal evaluation forms completed by participants of the workshop.

TITLE Adult Writing Lab

CONTACT Edwina Gustafson
Director Developmental Education
Treasure Valley Community College
615 College Blvd.
Ontario, Oregon 97914

OBJECTIVES

1. Instructor training
2. Project planning
3. Project implementation

DESCRIPTION

One English instructor will attend a four-week workshop under the auspices of the National Writing Project to be held at the University of Oregon in Eugene, June 1982. This instructor will then plan class format, select specialized materials, and establish class guidelines, goals, and objectives for an Adult Writing Lab for Level I ABE students. In addition, this trained instructor will be available to train other ABE instructors in the State of Oregon to set up similar labs in their respective ABE programs.

FUNDING

$1,100 September 7, 1981 - June 30, 1982

TARGET AUDIENCE

Educational Level I, adults with limited English language skills, and classroom teachers

PRODUCT

1. Develop an Adult Writing Lab for 12 Level I students entering TVCC in the fall of 1982.
2. Initiate a four-credit, three-term format course which will include three hours of instruction plus one hour of writing lab participation per week.

EVALUATION

Evaluation information will not be available until the instructor has completed the training in June 1982.

TITLE Stress Management and Burnout S-24

CONTACT Robert W. Gill (215) 373-8930
Director
Reading, Pennsylvania 19601

OBJECTIVES

Train Adult Education teachers to the origins of stress and effective techniques to reduce excessive levels of stress.

DESCRIPTION

Six fall workshops will be conducted throughout the state on Saturdays between September and November. Participants will be exposed to didactic techniques designed to inform participants of the nature and origin of stress. Role-playing techniques will be utilized to explore individual problems related to stress.

FUNDING

$2,437 July 1, 1981 - November 30, 1981

TARGET AUDIENCE

Classroom teachers, administrators, and counselors

EVALUATION

Upon completion of each workshop, evaluations were administered to each participant. The general evaluations by participants were positive.

TITLE Cognitive Development Programming for Academic Achievement S-25

CONTACT Donald A. Deets (412) 621-7235
Clinic School Administrator
The Pennsylvania Vision Institute
3406 Fifth AVenue, Suite 101
Pittsburgh, Pennsylvania 15213

OBJECTIVES

1. To present workshop participants with a theoretical background of cognitive development and to relate both theory and practice to academic skill acquisition.
2. To demonstrate, engage participants in and provide the tools necessary for participants to apply and adapt cognitive development programming to their particular adult population.
3. To cause participants to reach a basic level of competence in assessment of cognitive difficulties and learning disabilities.

DESCRIPTION

The training program presented is exemplary of the type of educational programming that workshop participants will design in their own educational settings. The general workshop format was designed so that participants are actively engaged in their own cognitive development as it relates to the content. Methods included lecture, audiovisual presentations, small group participation with developmental activities, and small group discussion. Presentation of assessment and diagnostic tools and the opportunity for summary and question-answer was provided.

FUNDING

$2,386 September 9, 1981 - October 24, 1981

TARGET AUDIENCE

Adult Basic Education teachers and administrators

PRODUCT

A slide/tape (multimedia) presentation describing the major points of the workshop has been produced for viewing by interested workshop participants, administrators, and Department of Education personnel. This program is housed in both state and federal collections. Additionally, workshop participants received a free-loan card to request use of the program on a free-loan basis for a period of one year from the closing date of the fall workshops (November 1982).

The availability of the slide/tape program, entitled "Thinking Goes to School, ABE Version," is on a free-loan, user pays return postage, for a period of one year, that is, until November 30, 1982. Please give two weeks notice and address any requests to: Pennsylvania Vision Institute, 3406 Fifth Ave., Suite 101, Pittsburgh, Pennsylvania 25213.

EVALUATION

An evaluation form was completed by each of the approximately 150 workshop participants. This form was provided by the Department of Education and was standardized throughout the six fall workshops. These evaluation forms were compiled and evaluated by the Department of Education.

TITLE ABE for ABE: A Better Educator for Adult Basic Education S-26

CONTACT Dr. Mark C. Nagy (215) 284-8009
Superintendent
William Penn School District
P.O. Box 405
Yeadon, Pennsylvania 19050

OBJECTIVES

The major objectives focused upon six areas:

1. Personal dimensions of being an Adult Basic Education teacher (participants developed a self-evaluation of characteristics necessary for successes in ABE teachers).
2. Differences in adult learning (androgogy) and child learning (pedagogy).
3. Challenges of social, economic, and cultural differences of students (teachers interacted with community members to get a better grasp of social, economic, and cultural characteristics).
4. Counseling techniques for all ABE staff members (opportunities for case study review and simulation in counseling techniques).
5. Communication skills
6. Use of Adult Performance Level curriculum materials.

DESCRIPTION

Through two Saturday workshops in the fall semester and two Saturday workshops in the spring semester, training was provided to the district's existing and prospective staff members. The focus of the workshops was upon the six areas identified in the objectives and featured expert consultants in these topics. The consultants were selected based upon understanding and teaching abilities. A wide variety of audio-visual presentations was used. Learning packets, which included summaries by each consultant, was provided to each participant.

FUNDING

$5,000 September 1, 1981 - June 30, 1982

TARGET AUDIENCE

Present and prospective ABE teachers

PRODUCT

Copies of "ABE for ABE: A Better Education for Adult Basic Education" have been forwarded to ERIC, RISE, ADELL, and Project AdvancE, Millersville, Pennsylvania.

EVALUATION

Participants used an evaluative instrument to assess the value of each session. Each consultant provided comparisons of the project impact. The director of the district's Adult Basic Education program, through his ongoing responsibilities, judged the short-term and long-range benefits of the training sessions.

TITLE A Comprehensive Staff Development Program for Adult Education in South Dakota S-27

CONTACT Dr. Helen Morten (605) 677-5368
Director
Community Education Development Center
University of South Dakota
Vermillion, South Dakota 57069

OBJECTIVES

1. To improve the knowledge and skill in teaching techniques for adult educators in South Dakota.
2. To assist persons involved in adult education to gain a broader perspective of South Dakota Adult Education Programs and their students, particularly in the areas of increased productivity, individual improvement, and self-actualization.
3. To provide more comprehensive training for Adult Basic Education personnel.
4. To heighten an awareness of and expertise in the community education process so that adult educators are prepared to function in the broader spectrum of community education.
5. To develop strategies for maintaining an ongoing program of professional development with updating and revision of materials developed.

DESCRIPTION

The major efforts of this project are directed toward three areas. The first area is the development of a brief videotape about adult education in South Dakota. The second area involves the development of a manual that is to be used with the videotape, and the third is the implementation and delivery of a series of staff development workshops designed to integrate the videotape, the manual, and a comprehensive understanding of how the videotape, the manual, and the program can be combined to enhance the proficiency and effectiveness of the programs.

An important part of the development of this program is to design this program around South Dakota's needs and the unique aspects of the state's adult education programs. This is accomplished with a data- or information-gathering effort across the state. This will include a study of the background information about South Dakota's adult education programs, a review of local programs, and a summary report of the current "State of the Art" in South Dakota. This approach reflects sound practice, as well as a means of generating a level of awareness among adult educators about the program.

FUNDING

$24,248 July 1, 1981 - December 31, 1982

TARGET AUDIENCE

Native Americans, older adults, rural residents, adults with limited English language skills, classroom teachers and ABE directors, paraprofessionals, and tutors

PRODUCT

Inherent in the development of the project are disseminable products and activities.

The process of developing a videotape and manual that involves local programs statewide at the local program level creates a natural dissemination process.

The workshop and seminar activities are dissemination activities in and of themselves. The announcements, reports, and outcomes of all activities will be disseminated to key persons and program areas. The state director's office will be continually informed and may be considered as a formative clearinghouse function. In addition, a final report will be prepared, abstracted, and submitted to the ERIC Clearinghouse on Adult Education. Additional information will be provided to state and local programs, upon request, as well as the DESE representative for the National Diffusion Network (NDN).

EVALUATION

The evaluation process will consist of, but not be limited to, strategies that measure both products and processes.

Product Evaluation

The activities of the project will include an evaluation of all products prepared in accordance with the following criteria:

1. Appropriateness to adult educators
2. Consistency with other aspects of the project
3. Objectives as stated in the proposal
4. Practicality and usefulness beyond the duration of the project
5. Current practice

Process Evaluation

The evaluation procedures for this aspect of the project will focus on transactions or processes. This will consist of using instruments to evaluate videotape use by participants, the development of individual program manuals (checklist format), and workshops.

The criteria to be used in evaluating the process, and integrated into this instrument will be:

1. Project objectives, as stated
2. Appropriateness to sound adult education practice
3. Consistency with product evaluation
4. Suitability to the unique characteristics of American Indians and other South Dakota populations
5. The intents and goals of the Adult Education Act, the South Dakota State Plan, and local programs

TITLE Student/Teacher Partnership for Adult Education S-28

CONTACT Mr. C. D. Henry (915) 658-3511, ext. 3243
Director
San Angelo Independent School District
Area #42, Co-op.
100 N. Magdalen
San Angelo, Texas 76903

OBJECTIVES

1. To develop and field test a method or technique of providing opportunity for adult education programs to reach students in the sparsely populated remote areas of West Texas. It is directed to the adults who are most in need of basic education to become functionally literate to perform their routine daily job requirements.
2. To demonstrate that these students can be served at a per-person cost that is realistic and perhaps only slightly above the average per-hour student cost statewide.
3. To provide two contact teachers to a specified site each serving 15 students.
4. To provide instruction to those seeking GED certificates; 50 percent of students enrolled will pass the GED exam and/or will show one or more grade levels of gain.
5. To select and utilize materials adaptable to independent study.

DESCRIPTION

1. Public Awareness of Program. Media advertisement utilized
   - a. Television
   - b. Radio
   - c. Newspaper
   - d. Pamphlets distributed to schoolchildren for parents to view
2. Program Methodology. The program will be implemented with two teachers who will arrange assignments on an individual basis, will instruct by telephone, and will distribute and collect assignments by mail. This project will incorporate the best features of correspondence courses, credit courses by arrangement, and tutorial teachers. Personal contacts will be held to a minimum to conserve travel cost for both teachers and students.
3. Material Utilized.
   - a. Cambridge instructional programs for adult education, all content subjects
   - b. Individualized grammar and mathematics packets prepared by Glenn Junior High, San Angelo Independent School District.

FUNDING

$10,414 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

All ethnic groups, all educational levels, and classroom teachers

PRODUCT

A final report describing the initiation, implementation, and evaluation of the program will be available July 12, 1982.

EVALUATION

	Objective	Instrument of Evaluation
1.	Public awareness of program	Number of students contacting local ABE program
2.	The per-student cost will be within reasonable limits (State per-hour student average)	Computation at end of program to determine if objective is met
3.	Need for two contact teachers in specific site to instruct minimum of 15 students in special project program	Enrollment of students in GED program
4.	Fifty percent of students will complete GED or grade equivalent	Number of participants who receive services or certificate

TITLE Adult Education Staff Development Project S-29

CONTACT Dr. Phillip Prey (304) 696-2380
Professor, Adult Education, OAS Dept.
Marshall University
Huntington, West Virginia 25701

OBJECTIVES

1. To provide preservice training for all new ABE personnel.
2. To provide inservice training for all ABE personnel in the state. This training would be accomplished by conducting local or regional workshops throughout the state.
3. To provide adult education graduate courses as needed throughout the state.
4. To continue the development and expansion of the Adult Education Curriculum Laboratory.

DESCRIPTION

The pre-service and in-service workshops will be conducted primarily on a local basis. The training will be provided by an inservice coordinator with the assistance of and upon the recommendations of the regional ABE coordinators. Topics to be presented will be based on the State Plan and program priorities and localized needs of the ABE personnel.

FUNDING

$48,295 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers, volunteers, and paraprofessionals

EVALUATION

All workshops will be evaluated by the participants. In addition, the state ABE staff and regional ABE coordinators will monitor the workshops and further evaluate results by observation and contacts with the ABE teachers and other personnel.

TITLE Literacy Volunteers of Massachusetts T-1

CONTACT Roberta Soolman (617) 277-6161
State Director
State Literacy Volunteers of Massachusetts, Inc.
625 Huntington Avenue
Boston, Massachusetts 02115

OBJECTIVES

1. To establish and maintain LVM basic reading and ESL volunteer tutoring programs as components of adult learning centers.
2. To maintain and expand LVM basic reading and ESL affiliate programs throughout the Commonwealth.
3. To aid adult basic education programs and community-based organizations in outreach to the illiterate, functionally illiterate, and limited English speaking adults in the Commonwealth.
4. To encourage business participation in and support for LVM programs designed to improve the literacy rate in the Commonwealth.

DESCRIPTION

LVM basic reading and ESL volunteer programs at adult learning centers:

1. Initial contact and meeting between LVM and learning center staff and administration to determine liaison and key people to be involved, and establish tasking of responsibilities and implementation process.
2. Train key people in program management, use of volunteers, and training volunteer tutors. Training materials developed nationally by Literacy Volunteers of America with additions made as necessary by Literacy Volunteers of Massachusetts according to needs of learning center and its students.
3. Conduct first workshop using Literacy Volunteers of America coordinated slide and tape presentations and volunteer tutor reference manuals.
4. Ongoing support given to learning centers through consultations, telephone calls, newsletters, on-site consultations, and in-services for both coordinators and volunteers. In-services often use Literacy Volunteers of America specialized slide and tape presentations.

FUNDING

$18,648 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

0-5 grade reading level, health and correctional institutionalized, immigrants, and adults with limited English language skills

PRODUCT

1. After evaluation results are reviewed, a booklet may be put together comprised of the implementation process if it is determined there is a need for such dissemination in a booklet form.
2. Business/industry-based models will be developed to establish LV volunteer tutoring programs in basic reading and ESL. These programs are modeled after the examples set by CITI Bank and New York Life Insurance Company. These programs are also easy to replicate, successful, and flexible. Similar dissemination may be warranted.

EVALUATION

1. On-site evaluations by Department of Education for the Commonwealth of Massachusetts.
2. Program reports and statistics submitted to Literacy Volunteers of Massachusetts Board of Directors and Advisory Council and to Literacy Volunteers of America.
3. Pre- and post-tests for READ and ESLOA after completion of year's tutoring.
4. Input from volunteer tutors and leaders and students on formal (in-services, consultations, and meetings) and informal basis.
5. Key people from adult learning centers, correctional facilities, and community-based organizations participating in LVM programs participate in evaluation process at in-services, consultations and meetings, and also by completing program reports.

TITLE Nashua Adult Tutorial Program

CONTACT Dorothy Oliver (603) 882-9080
Director
Nashua Adult Learning Center
4 Lake Street
Nashua, New Hampshire 03060

OBJECTIVES

The Adult Tutorial Program offers two hours per week or more personal tutoring in basic reading, math, spelling, GED preparation, or English as a second language. The objective is to service individuals in the Nashua area who do not fit into classes for a variety of reasons - physical, emotional, geographical, or timewise.

DESCRIPTION

Students and tutors are recruited by newspaper, radio, flyers, and posters, by referral from industry, social agencies, and area educational institutions. The coordinator matches student and tutor after interviewing and assessing need; some diagnostic testing is usually done. The tutor is supplied with appropriate instructional materials and training. Once the match is made, the coordinator gives help and support and the tutor keeps a record of time and progress.

The population best served by the Adult Tutorial Program are non-readers, non-spellers, and physically handicapped persons. The non-reader cannot learn as an adult in a group situation; he is a fragile person and must have the personal one-to-one relationship. The sight reader who has no word attack skills also must be tutored; realizing his problem (and admitting it), he needs to work on his problem alone with a trained, sensitive tutor. The physically handicapped, in particular the back-injured male, in my experience has to be tutored. He earned a good living in physical labor and now his world is destroyed. All of these students need the personal, emotional support of a tutoring situation.

FUNDING

$8,254 August 15, 1981 - June 30, 1982

TARGET AUDIENCE

Blind and physically handicapped, older adults, illiterates, immigrants, adults with limited English language skills, volunteers, unemployed, and referrals from Vocational Rehabilitation

EVALUATION

Students' reading levels are determined initially by TABE and as tutoring progresses. Tutors also give informal information as to progress of students. Math level and deficiencies are ascertained using the WRAT test and GED materials. Spelling and phonics problems are diagnosed by Spellmaster. English Second Language level of instruction is established using "I Speak English" informal test by Literacy Volunteers. The high school equivalency students take a practice test as a predictor of success on the GED, and the actual GED test provides the final evaluation.

TITLE LV-TV Project T-3

CONTACT Peter Wiesner (201) 877-3274
Coordinator of Public and Media Services
Essex County College
303 University Avenue
Newark, New Jersey 07102

OBJECTIVES

1. To increase awareness about the need for literacy education and ABE programs.
2. To facilitate the use of volunteers as tutors and thereby facilitate ABE outreach.

DESCRIPTION

1. Production and statewide dissemination of awareness-raiding videotape to all New Jersey counties.
2. Development of the overall design of a video-based tutor training series.
3. Production and testing of pilot program for the tutor training series.
4. Identification of funding sources for the tutor-training series to be produced during 1982-3.

FUNDING

$50,000 September 1, 1981 - August 31, 1982

TARGET AUDIENCE

Less than 5th grade education, paraprofessionals, and volunteer tutors

PRODUCT

1. Broadcast quality 30-minute video documentary on adult literacy to be used in public information efforts.
2. A 30-minute pilot video documentary for 10-program tutor training series based on materials produced by Literacy Volunteers of America (LVA).
3. Documents describing the entire LVA Tutor Training Series.
4. Tutor training pilot - completion date April 15, 1982.
5. Literacy awareness documentary - completion date August 1982.

EVALUATION

The evaluation methodology for the project is being handled by Research for Better Schools (Philadelphia) which has a grant from New Jersey Department of Education to evaluate all 310 Projects.

The evaluation components include: (1) Formative evaluation services provided by Center for Adult Learning at Rutgers University; (2) The participation of advisory groups for each of the two project components; (3) The pilot testing of the tutor training program with assistance from Research for Better Schools; and (4) Input from the project's advisory committee during the "rough edit" stage of the "awareness" program.

TITLE Literacy Volunteers of New York City T-4

CONTACT Dianne Kangisser
Executive Director
Literacy Volunteers of New York City
160 West 78 Street
New York, New York 10024

OBJECTIVES

To continue to provide basic skills instruction to 1,000 students by:

1. Recruiting and training tutors as needed to keep programs at their current level.
2. Recruiting and interviewing students as needed to keep programs at their current level.
3. Providing regular support activities to both tutors and students.

DESCRIPTION

Activities: LVNYC accomplishes the above objectives by recruiting and training volunteer tutors who provide one-to-one instruction to adults. These tutors and students work at several conveniently located sites where a staff member is available to test new students, observe lessons, provide support to students and tutors, and run meetings.

Strategies: LVNYC trains tutors to use a variety of instructional strategies in their tutoring. There is a particular emphasis on the language experience approach as well as planning lessons around a student's particular needs and goals.

Innovations: At most tutoring sites, resources for the program are partially contributed by a cooperating organization. The resources contributed include tutoring facilities, financial contributions, refreshments for the program, and help in recruiting volunteers. In addition, LVNYC is in the process of refining a program to train volunteers to lead small groups of students in a variety of subject areas. These small groups serve as a supplement to one-to-one tutoring.

FUNDING

$50,000 July 1, 1981 - July 1, 1982

TARGET AUDIENCE

Blacks and Hispanics, below sixth-grade reading level, urban residents, volunteers, and unemployed

PRODUCT

1. New manual for tutors: We are currently in the process of revising our tutor-training materials. The result of this will be a new manual for tutors which will replace Tutor, developed by Literacy Volunteers of America, in our particular program.
2. Small group curriculum materials: We are putting together instructional ideas and materials used by volunteers leading small groups. These can be used by other volunteers who want to lead a group on a similar subject.

EVALUATION

1. Operational objectives: We will evaluate progress in expansion of present programs and establishment of new programs quarterly. These quarterly checkpoints will be indicators of whether the goals are being reached adequately and on time. Staff will replan as needed if objectives are not satisfactorily being met. The student support objective will be evaluated by attendance at the support sessions and by oral feedback from the students who attend the sessions.
2. Instructional objectives: Upon entering the program, students are given the READ diagnostic test. They then set specific learning goals with their tutor within the first four weeks of tutoring. The READ post-test is administered after 50 hours of instruction and specific objectives are reformulated.
3. In addition, under our federal basic skills grant, we are working with an outside evaluator, Center for Resource Management. We are giving a sample group of students either the ABLE or the DRIP (depending upon their entering READ score) in addition to the READ test.
4. Results: Students gain an average of 1.3 grade levels as measured on the READ test after 50 hours of instruction. We do not as yet have post-test results for the ABLE and the DRIP.

TITLE Literacy Volunteers Adult Basic Reading and Conversational English Tutorial Program T-5

CONTACT Margaret M. Williams (716) 835-2677
Acting Executive Director
Literacy Volunteers of New York State, Inc.
1479 Kensington Avenue
Buffalo, New York 14215

OBJECTIVES

1. To present ten 2½-hour in-service trainings for tutors and affiliates upon adequate registration.
2. To organize three regional "staff" meetings in the state to identify affiliate concerns and needs.
3. To present three 3-hour leaders/board training workshops upon adequate registration.
4. To provide Board orientation and development to all provisional affiliates.

DESCRIPTION

Through needs assessment, content areas for training programs are determined. LVNYS staff meets to determine general areas for exploration as well as instructional methodology to be used. Draft outlines result from these initial meetings. The following then occurs:

1. Outline is divided among staff for research and conceptualization.
2. Draft prepared
3. Team meeting for concept discussion
4. Reworking - participant activity suggestions are made
5. Select appropriate activities
6. Prepare audiovisuals, handouts
7. Asemble participant packets

FUNDING

$69,873 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Older adults, correctional institutionalized, adults with limited English language skills, and volunteers

EVALUATION

Each participant is asked to evaluate the workshop presentation.

Additionally, they are required to complete a self contract form to indicate how they intend to use the new or rediscovered skills presented in the workshops.

TITLE Volunteer Source Book for Directors and Instructors of North Carolina Adult Basic Education Programs T-6

CONTACT Michael Chalmers (919) 737-3590
Project Coordinator
Department of Adult and Community College Education
North Carolina State University
310 Poe Hall
Raleigh, North Carolina 27650

OBJECTIVES

1. The determination of the needs of ABE directors with regard to the use of volunteers.
2. The determination of the needs of the volunteers for training nd support.
3. The development of a Volunteer Source Book which will incorporate a prototype for volunteer recruitment, training, and support which meets these needs.

DESCRIPTION

1. With regard to objectives 1 and 2, ABE directors will be surveyed and a sample of program sites visited. In-depth interviews will be carried out.
2. Theoretical literature dealing with programming, linkage development, needs analysis, etc., will be examined, together with literature dealing with volunteers in other programs, both within North Carolina and elsewhere.
3. Regional seminars will be held where ABE directors will be encouraged to share their ideas and experiences about volunteers both in the area of ABE and elsewhere.
4. Action programs will be implemented at certain program sites and their impact examined.
5. The third objective will then be met by the preparation of a final version of a Volunteer Source Book, incorporating all of the accumulated information and findings. Copies will be distributed to all ABE programs in North Carolina.

FUNDING

$22,490 October 1, 1981 - September 30, 1982

TARGET AUDIENCE

Classroom teachers, ABE directors, and volunteers

PRODUCT

A "Volunteer Source Book" will be developed. It will serve Adult Basic Education directors and instructors with recruitment, training, and support suggestions with regard to volunteers in their programs.

The Volunteer Source Book is expected to be available by August 1982. A limited supply will be available, free of charge, from the North Carolina Department of Community Colleges.

EVALUATION

The evaluation will be based on both qualitative and quantitative data.

Workshops undertaken to date have been evaluated by participants. Action programs will be evaluated by comparing numbers of volunteers recruited and trained during the programs with the numbers prior to the programs. Volunteers' perceptions of the extent to which their needs for training and support are met will be elicited by interview.

The Source Book will be evaluated by questionnaire which will be sent to all recipients.

TITLE Training Tutors in the Skill of Teaching Adults To Read T-7

CONTACT Mildred Rivera Rivera 753-1781
Coordinator
Educational Regions in Puerto Rico
Hato Rey, Puerto Rico

OBJECTIVES

To create a human resources bank to be utilized in a plan to reduce illiteracy among adults in Puerto Rico.

DESCRIPTION

This project works in coordination with the Summer Jobs Division of CETA.

Teaching personnel trains 900 youngsters who will serve as tutors to illiterate adults during the summer months.

FUNDING

$85,000 June to July 1981

TARGET AUDIENCE

Handicapped, older adults, women, and unemployed

EVALUATION

1. Written progress reports
2. Questionnaires answered by teachers, tutors, and students
3. Individual reports submitted by the tutors

TITLE The Florence Area Reading Campaign T-8

CONTACT Dorothy R. Murphree (803) 665-7673
Adult and Community Education Director
Florence School District One
301 S. Dargan Street
Florence, South Carolina 29501

OBJECTIVES

The major objective of this project is to offer all non-reading adults an opportunity to learn to read through an organized literacy effort. It would involve the recruitment and training of volunteers who would teach adults on a one-to-one basis. Recruitment of tutors and students would be accomplished through the cooperation of the entire community: churches, human service agencies, business, industry, schools, media, civic, social, and service clubs. It is geared to and coordinated with the South Carolina Reading Campaign.

DESCRIPTION

The campaign is a cooperative effort between the Florence Area Literacy Council and the Adult and Community Education Program.

The co-sponsoring agencies provided 10-hour workshops to train volunteers in accordance with the standards of the National Affiliation for Literacy Advance in the use of the Streamlined English Series and/or the Laubach Way to Reading published by New Readers Press.

FUNDING

$15,866 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Blacks, handicapped (EMH, LD,EH, OH, SH), educational level 0-4, and adults with limited English language skills

EVALUATION

The Florence Area Reading Campaign will be evaluated by the number of nonand low-level reading adults and youth identified and placed with a trained tutor. During the second year, 564 persons were assigned tutors. Another 299 were referred to other counties for assistance.

TITLE Horry County Reading Crusade T-9

CONTACT Rosemary Quickel (803) 248-2206
Director, Adult and Community Education
Horry County School District
Conway, South Carolina 29526

OBJECTIVES

The Reading Crusade proposes to continue in the third year under Project 310:

1. An involvement of the various segments of society within the county to identify those who are non-readers and those who desire to help them become readers.
2. To extend this service to all persons
   a. Who are not in school
   b. Those in school who are non-speakers of English and/or those who experience difficulty in reading skills
3. To continue to train volunteers to turor those entering the program.
4. To offer a Laubach refresher workshop for the tutors who have been inactive and are reentering the program.

DESCRIPTION

The methodology to be used in the third year will be to continue to stress volunteerism as the primary aid for working with the literacy problem and to keep the awareness of the need before the public. Tutor-training workshops will be offered to prepare tutors. Publicity through billboards, church bulletins, radio talk shows, television spots, and newspapers will be used to continue to recruit the students in the program. Several students who have told of their being helped publicly are active in recruiting others.

Businesses and public agencies will continue to serve as feeders for the program also.

FUNDING

$25,321 July 1, 1981 - July 30, 1982

TARGET AUDIENCE

Handicapped (Vocational Rehabilitation Speech Adult Development Center), older adults, educational level 0-4 years, adults with limited English language skills, minorities, women, and unemployed

PRODUCT

A description of the program in narrative form will be done in the spring of 1982.

EVALUATION

The project is being evaluated by Dr. Jim Wise to be submitted to National Diffusion Network for consideration.

T-10

TITLE Spartanburg Adult Writing and Reading Education (AWARE), Inc.

CONTACT Beverly-Claire Campbell (803) 583-8141
Executive Director
Spartanburg AWARE, Inc.
Rm. 313, Evans Human Resource Center
Spartanburg, South Carolina 29302

OBJECTIVES

Spartanburg AWARE, Inc. has as its goal to offer the opportunity for improvement of basic literacy skills to all non-reading or limited reading adults in Spartanburg County.

In attaining this goal, AWARE seeks to involve all segments of the community population in the recruitment, training, and tutoring of volunteer tutors and students using the Laubach method to literacy.

In order to recruit participants, AWARE utilizes all forms of local media to educate the population on the problems of illiteracy and the alternatives and solutions.

DESCRIPTION

1. Materials: Exclusively those produced by or for use with materials produced by New Readers Press of Laubach Literacy International, Syracuse, New York.
2. Activities:
   a. Media exposure such as TV talk shows, radio spots, newspaper articles
   b. Training workshops for tutors, writers, trainers of tutors
   c. Assignment of volunteer tutors to students for weekly tutoring
3. Strategies: Implementation of Department of Social Services, employees of the Library System, adult education teachers and employees, other students, churches to recruit students and tutors.

AWARE also has an ongoing self-contained literacy unit at a huge correctional facility in Spartanburg County, where a school is maintained.

FUNDING

$35,000 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Dialysis patents as tutors and students, educational level below 5th grade, health and correctional institutionalized, adults with limited English language skills

PRODUCT

Materials: planned production of local life-coping skills books on level of Laubach materials, geared to local life. Have already formed core for Writers' Circle group to outline, write, illustrate, and produce the materials in early spring.

Population served by materials will be same as target audience.

EVALUATION

Monthly records of number of hours volunteers donate are collected quarterly. Progress of student is measured by tutor giving diplomas and returning stubs to office. Periodically, we find a success story and have it run in the local paper for community impact, which is always successful. Students referred to higher education programs after completion is a measure of success.

TITLE Tutor Training Development Program T-11

CONTACT Louise Schmidt (605) 747-2263
Instructor
Sinte Gleska College
Box 37
Rosebud, South Dakota 57570

OBJECTIVES

1. To provide professional training for community tutors utilizing special workshop consultants so that the tutors can better meet the needs of low-level adult students.
2. To provide 25 to 30 adult students who are functioning at or below fifth-grade level with a part-time instructor who can give them the special attention and training needed for skill development.

DESCRIPTION

The community tutors will attend no less than ten workshops:

1. State-sponsored tutor training at Sinte Gleska College.
2. In-service workshops presented by Sinte Gleska College staff.
3. Off-Reservation adult and continuing education workshops sponsored by the University of South Dakota.
4. Workshops presented by outside consultants knowledgeable in adult education curriculum.

The part-time instructor will:

1. Commit total attention to skill and counseling needs of adult students who function at fifth-grade level or below.
2. Assist in development of materials.
3. Provide additional in-service support to community tutors throughout Sinte Glesdka College adult education service area through ongoing evaluation of tutor and student progress.

FUNDING

$15,502 July 1, 1981 - September 30, 1982

TARGET AUDIENCE

Native Americans, older adults, fifth grade or below educational level, adults with limited English language skills, counseors, and tutors

EVALUATION

The project will be evaluated continuously through internal and external evaluators.

TITLE A Volunteer, Tutorial Based Program To Teach English Reading and Writing Skills to Non-English Speaking Adults in a Multi-Level, Multi-Lingual Classroom T-12

CONTACT Judy A. Cohen (801) 531-6100
Guadalupe Educational Programs
129 North 600 West
Salt Lake City, Utah 84116

OBJECTIVES

1. Pilot test the processes, including the curricula materials, developed in Phase I for utilizing volunteer tutors in small groups for teaching non-English speaking adult students in a regular ESL classroom setting.
2. Produce a revised "How To" training manual for in-service training of master teachers and tutors for small group instruction of non-English speaking adult students. The manual will also include administrative guidelines, methods, and processes for recruiting tutors, and evaluative/monitoring materials and processes.
3. Utilize an instructional design team to assess and review the materials and results of Objectives 1 and 2. This team will be composed of reading specialists, adult ESL specialists, and adult education administrators.
4. Provide 100 copies of the "How To" training manual to the Utah State Office of Education. The training manual will include the following areas:
    a. Tutorial recruitment materials and processes
    b. Instructional materials and processes for training master teachers and tutors
    c. Administrative guidelines
    d. Monitoring/evaluation processes and instruments.

DESCRIPTION

This project will pilot test and develop a revised "How To" training manual for organizing and implementing a teacher-directed volunteer tutorial program for teaching reading and writing skills to small groups of non-English speaking adults.

FUNDING

$22,598

TITLE Literacy Volunteers of West Virginia T-13

CONTACT Mrs. Barbara Smith (304) 422-6561, ext. 276
Wood County Board of Education
Parkersburg South High School
1511 Blizzard Drive
Parkersburg, West Virginia 26101

OBJECTIVES

Following are the product objectives for the FY 1982 Literary Volunteers project:

1. Organize and conduct basic reading tutor training workshops.
2. Sponsor English as a Second Language workshops when needed.
3. Provide support services for local affiliate groups.
4. Conduct fund-raising activities to become self-sufficient.
4. Provide a state LVA director and Board of Directors.
5. Provide training for state and local board members and sponsor a newsletter.

DESCRIPTION

The overall goal of the project is to provide a successful system to reach the illiterate adults who cannot read or write, do not attend ABE classes, and are lost in the mainstream of American society.

The success of the Literacy Volunteers of America (LVA) depends ultimately upon the volunteer tutors--their training, enthusiasm, sincerity, and successes in reaching and teaching illiterate adults.

The program requires many methods and forms of cooperation, coordination, support, and assistance. Close working relationships must be maintained between the state literacy director, the state and local affiliate boards, ABE personnel, sponsoring agencies (clubs, organizations), the local affiliates, tutors, etc.

FUNDING

$21,149 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

Educational level 0-4, adults with limited English language skills, classroom teachers, volunteers, and paraprofessionals

PRODUCT

Model for the development of a statewide LVA/ABE tutoring program for illiterate adults.

EVALUATION

Evaluation will be based on:

1. The extent to which the objectives of the program or project have been accomplished.
2. The factors that either enabled or precluded the accomplishment of the objectives.
3. Identification of successful aspects of the project to ABE programs and students.

TITLE Using Volunteers To Staff a GED/ABE Project in a Small Town

CONTACT

R. R. Hassheider (307) 746-4451
Community Education Coordinator
Weston County School District #1
Newcastle, Wyoming 82701

OBJECTIVES

To determine if an all-volunteer ABE/GED effort could be mounted in a small town in Wyoming, and if so, could the success be replicated.

DESCRIPTION

The project director recruited four individuals to teach/tutor ABE/GED students on a basis of two hours per night, two nights a week.

This is our second year as a special project. Last year we did not have a volunteer supervisor. This year we do.

The project this year is to determine if some sort of supervisor is necessary for good volunteer recruitment and retention.

FUNDING

$950.00 September 1981 - May 1982

TARGET AUDIENCE

Older adults, K-12 educational level, rural residents, and adults with limited English language skills

EVALUATION

Evaluation is by review of the project director and the adult education specialist at the State Department of Education in Cheyenne.

Our results so far indicate two findings:

1. An all-volunteer ABE/GED program can be operated in a small town in Wyoming. Recruitment and retention of qualified volunteers was accomplished with little difficulty.
2. We found last year that the time spent by the project coordinator (the local school district's Community Education Coordinator) on the ABE/GED project was disproportional to the size of the project. This year we elevated one of the better instructors to a supervisory position and paid her a stipend of $50 a month to coordinate the activities of the project. This has freed up the project director and resulted in dealing with one individual instead of six.

Appendix A

Project Titles by Category and State

Project Titles by Category and State

Category
  State
    Project Title

Adult Basic Education

Alabama
- ABE-1 Computer-Assisted Instructions for Adult Basic Education
- ABE-2 Help Erase Literacy Problem in Attalla

Arizona
- ABE-3 Individualized Teacher Practicum

Arkansas
- ABE-4 Adult Education Via Radio
- ABE-5 Adult Education File

Florida
- ABE-6 Integrated Language Skills Program

Hawaii
- ABE-7 Sequential/Progressive Reading and Writing Program

Indiana
- ABE-8 Microcomputer Assisted Instruction in Adult Basic Education

Kansas
- ABE-9 Know-How Network: Stability and Replicability of Know-How Network

Kentucky
- ABE-10 Jefferson County Adult Reading Project

Louisiana
- ABE-11 Improving Adult Education Instruction in Mathematics and Language Arts Through Computer Assisted Instruction
- ABE-12 Home-Based Computer Assisted Adult Education - Phase II
- ABE-13 Reading Aids Parents and Children

Project Titles by Category and State

Category
  State
    Project Title

Adult Basic Education (continued)

Mississippi
- ABE-14 A "Daytime" for Adults

Nebraska
- ABE-15 ABE Newsletter

New Hampshire
- ABE-16 Claremont Adult Basic Education

New Jersey
- ABE-17 WRITE NOW

New York
- ABE-18 Pilot Project in Computer Assisted Instruction for Adult Basic Education Students
- ABE-19 Research and Development - Statewide Television
- ABE-20 Writing Skills Curriculum for Adult Basic Education Students
- ABE-21 Giving Rural Adults a Study Program (GRASP)

Ohio
- ABE-22 Video Math Services

Oregon
- ABE-23 Computer Instruction for ABE

Pennsylvania
- ABE-24 The Development of Ethnic Heritage Instructional Materials for Adult Basic Education Students
- ABE-25 Computer Technology - "Update & Expand"
- ABE-26 Project RURAL (Regional Utilization of Resources to Aid Literacy)
- ABE-27 Telephone Instruction Involving Rural Adults
- ABE-28 Project GAME (Gaining Access to Mathematical Expertise)
- ABE-29 Computer Literacy and Instruction

Project Titles by Category and State

Category
State
Project Title

Adult Basic Education (continued)

South Dakota

ABE-30 Adult Education Public-Awareness Project

ABE-31 Computer Assistance Learning Center

Tennessee

ABE-32 Lower Level Adult Reading and Math Instructional Materials: A Developmental Project Using Micro-Computers

ABE-33 Adult Basic Education - Lauderdale, Tipton and Fayette Counties Cooperative

Texas

ABE-34 Adult Reading Project Phase III: Training, Dissemination, and Research

Utah

ABE-35 Indian Adult Basic Education Program

Virginia

ABE-36 Ethnographic Research on Reading Instructional Strategies for Adult Beginning Readers(ABRs)

ABE-37 Project REACH (Rural Education Through Adult Classes at Home) Phase II

Washington

ABE-38 Implementation of ABE Electronic-Assisted Learning

ABE-39 Vocational Technical Vocabulary

Administration

Illinois

AD-1 Computerized Reporting System for the Adult Education Performance Report

North Carolina

AD-2 Mini and Micro Computers as an ABE Classroom Teacher's Aid, and Data Control

Project Titles by Category and State

Category
State
Project Title

Administration (continued)

Pennsylvania

AD-3	Rural Extension Service Chapters as Model Adult Basic Education Classrooms: A Pilot Program
AD-4	Administrative Survey and Evaluation Tasks of FY 1981-82 Adult Basic Education Program in the Commonwealth of Pennsylvania
AD-5	Implementation of Adult Education Program Improvement Facilitative Services

Puerto Rico

AD-6	Educational Auditing

Texas

AD-7	Field Test of Management Information and Reporting System for Adult Education in Texas

West Virginia

AD-8	A Student Records Management System for the Apple II

Adult Performance Level/Life Skills

Alabama

APL-1	Remedial Education for Adult Learners (REAL)
APL-2	Lawrence County Community and Adult Basic Education
APL-3	Learning Today for a Better Tomorrow
APL-4	Skills on Wheels

Indiana

APL-5	Media for Everyday Living

Massachusetts

APL-6	Massachusetts Education Television/Project Outreach

Mississippi

APL-7	Recourse Adult Learning Laboratory for Individuals (RALLI)

Project Titles by Category and State

Category
State
Project Title

Adult Performance Level/Life Skills (continued)

New Hampshire
APL-8 Adult Education/Adult Tutorial Program

Ohio
APL-9 Project IDEAL (Individually Directed Education for the Adult Learner)

Pennsylvania
APL-10 Project CONNECT

Puerto Rico
APL-11 Strategies in Developing Basic Competencies for the Puerto Rican Adult Student's Life

Texas
APL-12 Adult Performance Level Project

Vermont
APL-13 Correspondence Course (for New Hampshire)

West Virginia
APL-14 Development of an ABE Recruitment Program and Statewide Distribution and Cablecast of ABE Material

Assessment/Testing

Georgia
AT-1 Adult Education Teacher Assessment: A Self Assessment Inventory and Evaluation Guide

Illinois
AT-2 Adult Education Long-Term Standardized Exit and Follow-Up Assessment Model

Kansas
AT-3 Project BEST (Better Educational Services through Testing)

AT-4 Newell Truck Plaza Testing Program

Project Titles by Category and State

Category
State
Project Title

Assessment/Testing (continued)

Nebraska
- AT-5 Adult Education and Career Assessment Center Project

Pennsylvania
- AT-6 Teaching Test-Taking Skills to Adults

Wyoming
- AT-7 The Emerging Needs in Adult Basic Education

Counseling

Connecticut
- C-1 Adult Basic Education - Career Counseling

Georgia
- C-2 Adult Education Teacher Counseling and Guidance Model: Development of A Training Film and Manual Guide

Illinois
- C-3 Counseling-Learning/ABE Staff Development Program for New York

Indiana
- C-4 PACES (Promoting Adult Career Education On-Site)

Massachusetts
- C-5 The Learning Connection

Pennsylvania
- C-6 Project TACT: Training in Adult Counseling and Testing
- C-7 Project IMAGES (Improving Management of Adults/Guiding and Educating Staff)

Competency-based Adult Education

Hawaii
- CB-1 Development of a Competency-Based Program for Lower Levels of Achievement (grades 0-8) at Aiea Community School for Adults Through Adaptation and Augmentation of Project CLASS (Competency-Based Live-Ability Skills System)

Project Titles by Category and State

Category
State
Project Title

Competency-Based Adult Education (continued)

Illinois
CB-2 Project PACCE

Maryland
CB-3 Calvert Learning Lab Competency-Based Adult Education Program

New Jersey
CB-4 New Jersey Adult Reading Project

Community Linkage

Alabama
CL-1 LEAP (Learning Experiences for Adult Performance)

CL-2 Operation IAE (Identify, Assist and Educate the Underprivileged in DeKalb, Jackson, and Marshall Counties)

CL-3 Gadsden Adult Basic Education/Community Services

CL-4 A Bi-Community Approach to Adult and Community Education

CL-5 Developing and Expanding ABE in Conjunction with Community Education Concepts

Arkansas
CL-6 Coordination of Literacy and ABE Efforts in Arkansas

Florida
CL-7 It's OK To Get Smart With Us

Massachusetts
CL-8 Project SUCCESS

Pennsylvania
CL-9 Regional Workshop Training in Establishing Linkage and Awareness Strategies for Adult Basic Education

CL-10 Project CLASP: Community Linkages Aimed at Special Populations

CL-11 Rural Resources

CL-12 Project (BALLAST) Building Adult Learning Linkages and Stabilizing Ties)

Project Titles by Category and State

Category
State
Project Title

Community Linkage (continued)
South Carolina
CL-13 CABLE (Comprehensive Adult Basic Literacy Education

Corrections Education
Louisiana
COR-1 PEERS

Massachusetts
COR-2 Project New Life

COR-3 Jail Special Needs Program

COR-4 Special Project: County Houses of Correction

COR-5 Berkshire ABE/SPED Project

New York
COR-6 Auburn - External Diploma Program

Pennsylvania
COR-7 Lifelines

COR-8 Adult Basic Literacy Skills Method in a Correctional Setting

COR-9 Identifying and Teaching to Modality Strength in Correction Education

Texas
COR-10 Educational Planning for Pre-Release Inmates of the Texas Department of Corrections

Dissemination/Diffusion
Illinois
D-1 Project ACCESS, Illinois Region III Adult Education Service Center

D-2 Illinois Region IV Adult Education Service Center

D-3 Adult Education Service Center - Region II

D-4 Region V Adult Education Service Center

D-5 Region I Adult Education Service Center

Project Titles by Category and State

Category
State
Project Title

Dissemination/Diffusion (continued)

Indiana

D-6	Adult Education Resource Center
D-7	Project Update: The ABE Information Center
D-8	Collection, Evaluation, and Dissemination System (CEDS)

Kansas

D-9	Project Catalogue

Maryland

D-10	Adult Basic Education Dissemination Conference

New Jersey

D-11	NewJersey Adult Education Dissemination Network

Pennsylvania

D-12	Advance: Adult Education Resource Clearinghouse for Pennsylvania
D-13	Resource Utilization Workshop for 306/310 Personnel
D-14	Adult Student Magazine
D-15	"What's the Buzz?" - Pennsylvania'a ABE Newsletter

Puerto Rico

D-16	"Adultos" - an Educational Bulletin

Tennessee

D-17	East Tennessee Adult Educator
D-18	The Open Door - Newsletter
D-19	New Chance - ABE Newsletter

Texas

D-20	Trends--Adult Education Dissemination Project

Vermont

D-21	Green Mountain Eagle

Project Titles by Category and State

Category
State
Project Title

Dissemination/Diffusion (continued)

- Virginia
  - D-22 ABE Curricular Resource Center
  - D-23 ABE Newsletter

Evaluation

- California
  - E-1 Evaluation and Assessment in the Arizona Adult Education Plan
- Illinois
  - E-2 Project Compare
- Pennsylvania
  - E-3 Evaluation of Section 310 Projects
  - E-4 Determining Maintenance of Achievement from ABE/GED Programs
- Texas
  - E-5 A Pilot Project To Evaluate the Use of Low-Cost Microprocessors (Minicomputers) To Improve the Effectiveness of ABE Services
- Vermont
  - E-6 Statewide Adult Basic Education Evaluation

Employability

- Michigan
  - EMP-1 Employability Skills System Project
- New Jersey
  - EMP-2 310Project VIBES (Vocationally Integrated Basic Education Skills)
- New York
  - EMP-3 Employability Assessment and Training for Welfare Recipients

Project Titles by Category and State

Category
State
Project Title

Employability (continued)

Pennsylvania

EMP-4 Teaching Basic Skills to Adults Through Industry

EMP-5 Job Hunt Skills Workshop for ABE Participants

EMP-6 Providing Resources in Developing Employability - Project PRIDE

EMP-7 LURE (Let's Utilize Our Resources To Ensure Employability)

EMP-8 Employability Development

EMP-9 Brokering Adult and Continuing Education Through Trade Unions and Small Businesses in the Lehigh Valley (LINK)

EMP-10 Adaptation of Project COIGN

English as a Second Language/Bilingual Education

Hawaii

ESL-1 A Special Demonstration Project Using The Laubach Literacy Series and Integrated Strategy in Basic English to Facilitate Language Acquisition Skills by Limited English Speaking Adult Learners

Illinois

ESL-2 Supportive Services for Adult ESL Programs

ESL-3 HELP (Handbook for English Language and Paraprofessionals)

Maryland

ESL-4 ABE/ESOL Staff Development

ESL-5 Volunteer Service in ABE/ESOL

Michigan

ESL-6 Demonstration and Teacher Training Project for English as a Second Language

Project Titles by Category and State

Category
State
Project Title

English as a Second Language/Bilingual Education (continued)

New Jersey

ESL-7 Intensive and Extensive Teacher Training Project in English as a Second Language/Competency-Based Adult Education

New York

ESL-8 Technical Assistance Program to Adult Education Title XII 310 Project

ESL-9 Spanish Literacy Investigation Project

ESL-10 Language Teachers' Workshop

Oklahoma

ESL-11 Improving ABE/ESL Student Goal Attainment Through Vocational and Guidance Counseling and Other Extended Services

Oregon

ESL-12 ABE/ESL Program Upgrade

ESL-13 ESL Teaching Videotape Demonstration Project

Pennsylvania

ESL-14 Developing and Disseminating a Curriculum in English Language Survival Skills for Pre and Non-Literate Speakers of Other Languages

Texas

ESL-15 Bilingual Adult Education Program Development for Texas Project - Phase IV

Utah

ESL-16 Bilingual Mine Training Curricula

Washington

ESL-17 ABE/ESL State Staff Development Project

ESL-18 Basic ESL-CAI/CMI on the Apple II Plus

ESL-19 Vocational English as a Second Language: In-Service Training and Program Support

ESL-20 Demonstration Project for Utilizing Volunteers in ABE/ESL Programs

Project Titles by Category and State

Category
State
Project Title

General Education Development

Illinois
GED-1 Home Telephone Learning Center

Maryland
GED-2 Staff Development Training for GED Staff

Mississippi
GED-3 Holmes County Homebound Project

Texas
GED-4 Project Giant Step

Washington
GED-5 Adult Basic Education by Correspondence

High School Diploma

Connecticut
H-1 Regional Adult External High School Diploma Program

District of Columbia
H-2 External High School Diploma Program

Maryland
H-3 Maryland Adult External High School Diploma Program

Massachusetts
H-4 Adult Performance Level High School Diploma Program

H-5 Adult Diploma Program

H-6 Lowell Adult Diploma (LADP)

H-7 External Diploma Program

H-8 New Bedford Adult Diploma Program

H-9 SCALE Alternative Diploma Program

Project Titles by Category and State

Category
State
Project Title

High School Diploma (continued)

Montana
H-10 External Diploma Program

New York
H-11 Installation and Operation of the New York State External High School Diploma Program

H-12 External High School Diploma Program (EDP)

H-13 New York State External High School Diploma Program

H-14 New York State External High School Diploma Program

H-15 New York State External Diploma Program

H-16 New York State External High School Diploma Program

Utah
H-17 High School Completion Responsible Parenting Curricula for Young Adults

Learning Disabled

Alabama
LD-1 The Psycho-education Adult School Project

Arkansas
LD-2 Chronically Mentally Ill and Adult Learning Disabled

LD-3 Rehabilitative Adult Independent Skills Education (RAISE)

LD-4 Developing Individual Program Plans for Adults with Learning Disabilities

Florida
LD-5 To Function is To Live

Kansas
LD-6 Project Lemin-Aid (Least Educated-Most in Need)

Project Titles by Category and State

Category
State
Project Title

Learning Disabled (continued)

Louisiana

LD-7	Project Upgrade for Very Special Students
LD-8	Sign Language Instruction Through Video Tape Technology
LD-9	Project Special Student

Mississippi

LD-10	East Mississippi State Hospital Pre-Discharged Training Program
LD-11	Compensatory Education Project for Mentally Handicapped Adults

New Jersey

LD-12	Adult Basic Education Support Service Project for the Deaf

North Carolina

LD-13	Compensatory Education for the Mentally Retarded Adult

Ohio

LD-14	ABE - GED for the Visually Handicapped - A Resource Guide
LD-15	Specializing Adult Basic Education for the Deaf

Pennsylvania

LD-16	Project Access: ABE and GED Instruction and Testing for Sight and Muscular Handicapped Persons
LD-17	A Bilingual Instructional Program on Patients Rights for Individuals in Mental Health Institutions
LD-18	Voter Education Curriculum

Tennessee

LD-19	Improving ABE for the Handicapped

Virginia

LD-20	Independence in Work: A Handbook for Teaching Basic Academic Skills in Vocational Rehabilitation Facilities

Project Titles by Category and State

Category
  State
    Project Title

Learning Disabled (continued)

West Virginia
- LD-21 Operation Mainstream
- LD-22 Serving Adults with Special Needs

Older Adults

Georgia
- O-1 Teaching Model and Curriculum Guide for Working with the Older Adult

Louisiana
- O-2 Project Special Delivery

Pennsylvania
- O-3 Application Manual - ABE for Seniors

Wyoming
- O-4 Project Senior

Recruitment

Mississippi
- R-1 Special 310 Project in Adult Education

New Hampshire
- R-2 Statewide Radio Publicity

Ohio
- R-3 ABE Recruitment Materials

Staff Development

Arkansas
- S-1 Univeristy of Arkansas Adult Education Project
- S-2 Teacher Training: Adult Education Concentration
- S-3 Planned Certification Program for Adult Educators Who Hold Valid Arkansas Teaching Certificates

Project Titles by Category and State

Category
State
Project Title

Staff Development (continued)

Colorado

S-4	Staff Development Through Regional Workshops-Lead Teachers

Florida

S-5	Regional Staff Development
S-6	Staff Development Training Modules for Adult Education
S-7	Improving Adult Education Program Delivery

Idaho

S-8	Idaho ABE Staff Development Program

Kansas

S-9	Phase II: Development of Statewide Training Manual for ABE/GED Instructors
S-10	Staff Development
S-11	Facilitating Independent Experiences, Learning, and Development of Staff (FIELDS)
S-12	N. E. Cluster Staff Development Project

Kentucky

S-13	Adult Education Programs, Evaluation, Research and Training
S-14	A Comprehensive Training for Adult Basic Education Personnel and Conduct of Client Impact Study, Data Collection, and Networking Systems

Louisiana

S-15	Project Adult Education

Massachusetts

S-16	Adult Education Graduate Program

Michigan

S-17	Staff Development Collaborative

Project Titles by Category and State

Category
State
Project Title

Staff Development (continued)

Minnesota
S-18 Statewide Volunteer Program To Increase Adult Literacy

Montana
S-19 Staff Development in Adult Education

New Hampshire
S-20 Staff Development: Coordination and Direct Service

Oklahoma
S-21 Individualizing Adult Basic Education Instruction for Special Needs

S-22 Extending, Improving, and Enriching Adult Basic Education Instruction

Oregon
S-23 Adult Writing Lab

Pennsylvania
S-24 Stress Management and Burnout

S-25 Cognitive Development Programming for Academic Achievement

S-26 ABE for ABE: A Better Educator for Adult Basic Education

South Dakota
S-27 A Comprehensive Staff Development Program for Adult Education in South Dakota

Texas
S-28 Student/Teacher Partnership for Adult Education

West Virginia
S-29 Adult Education Staff Development Project

Project Titles by Category and State

Category
State
Project Title

Tutoring

Massachusetts
- T-1 Literacy Volunteers of Massachusetts

New Hampshire
- T-2 Nashua Adult Tutorial Program

New Jersey
- T-3 LV-TV Project

New York
- T-4 Literacy Volunteers of New York City
- T-5 Literacy Volunteers Adult Basic Reading and Conversational English Tutorial Program

North Carolina
- T-6 Volunteer Source Book for Directors and Instructors of North Carolina Adult Basic Education Programs

Puerto Rico
- T-7 Training Tutors in the Skill of Teaching Adults to Read

South Carolina
- T-8 The Florence Area Reading Campaign
- T-9 Horry County Reading Crusade
- T-10 Spartanburg Adult Writing and Reading Education (AWARE), Inc.

South Dakota
- T-11 Tutor Training Development Program

Utah
- T-12 A Volunteer, Tutorial Based Program To Teach English Reading and Writing Skills to Non-English Speaking Adults

West Virginia
- T-13 Literacy Volunteers of West Virginia

Wyoming
- T-14 Using Volunteers to Staff a GED/ABE Project in a Small Town

Appendix B

Index of Key Words in Project Titles

Index of Key Words in Project Titles

Academic LD-20
S-25

Access LD-16

Achievement CB-1
E-4
S-25

Acquisition ESL-1

Adaptation CB-1

Administrative AD-4

Adult ABE-1
ABE-11
ABE-12
ABE-18
ABE-20
ABE-24
ABE-32
ABE-33
ABE-34
ABE-36
ABE-37
ABE-8
AD-1
AD-3
AD-4
AD-5
AD-7
APL-11
APL-7
APL-9
AT-1
AT-2
C-2
CB-3
CL-12
CL-4
CL-9
COR-8
D-1
D-12
E-1
EMP-9
ESL-1
ESL-15
ESL-7

Adult (cont)
ESL-8
LD-12
LD-3
O-1
S-13
S-14
S-21
S-22
S-26
S-27
S-3
T-10
T-5
T-6

Adults CB-1
H-17
LD-11
LD-4
T-12
T-7

Adults/Guiding C-7

Advance D-12

Aid ABE-26
AD-2

Aimed CL-10

Approach CL-4

Arizona E-1

Arts ABE-11

Assessment AT-1
AT-1
AT-2
E-1
EMP-3

Assist CL-2

Assistance ESL-8

Assisted ABE-11
ABE-12

Assisted (cont)
ABE-18
ABE-8

Attainment ESL-11

Augmentation CB-1

Awareness CL-9

ABE AD-2
APL-14
APL-14
C-3
CL-5
E-5
LD-14
LD-16
S-26
S-26

ABE/ESL ESL-11
ESL-20

ABE/GED E-4
S-9

ABRs ABE-36

ACCESS D-1

AWARE T-10

Basic ABE-1
ABE-18
ABE-20
ABE-24
ABE-33
ABE-8
AD-3
AD-4
APL-11
CL-9
COR-8
EMP-2
ESL-1
LD-12
LD-20
S-14
S-21

Basic (cont)
S-22
S-26
T-5
T-6

Beginning ABE-36

Better AT-3
S-26

Bi-Community CL-4

Bilingual ESL-15
LD-17

Book T-6

Brokering EMP-9

Building CL-12

Businesses EMP-9

BALLAST CL-12

BEST AT-3

Cablecast APL-14

Center D-1

Certificates S-3

Certification S-3

Chapters AD-3

Classes ABE-37

Classroom AD-2

Classrooms AD-3

Clearinghouse D-12

Client S-14

Cognitive S-25

Collection D-8
S-14

Community CB-1
CL-10
CL-4
CL-5

Compensatory LD-11

Competencies APL-11

Competency-Based CB-1
CB-3
ESL-7

Completion H-17

Comprehensive S-14
S-27

Computer ABE-11
ABE-12
ABE-18

Computer-Assisted ABE-1

Computerized AD-1

Computers AD-2

Concepts CL-5

Conduct S-14

Conjunction CL-5

Continuing EMP-9

Control AD-2

Conversational T-5

Cooperative ABE-33

Correction COR-9

Correctional COR-8

Corrections COR-10

Counseling C-2
C-3
ESL-11

Curricula H-17

Curriculum ABE-20
ESL-14
O-1

CEDS D-8

CLASP CL-10

CLASS CB-1

Deaf LD-12

Demonstration ESL-1
ESL-20
ESL-6

Determining E-4

Developing APL-11
CL-5
EMP-6
ESL-14
LD-4

Development ABE-24
APL-14
C-2
C-3
CB-1
ESL-15
S-11
S-25
S-27
S-4
S-9

Developmental ABE-32

Diploma H-11

Directed APL-9

Directors T-6

Disabilities LD-4

Disseminating ESL-14

Dissemination ABE-34
D-8

Distribution APL-14

Educate CL-2

Educating C-7

Education ABE-1
ABE-11
ABE-12
ABE-18
ABE-20
ABE-24
ABE-33
ABE-37
ABE-8
AD-1
AD-3
AD-4
AD-5
AD-7
APL-9
AT-1
AT-2
C-2
CB-3
CL-4
CL-5
CL-9
COR-9
D-1
D-12
E-1
EMP-2
EMP-9
ESL-15
ESL-7
ESL-8
LD-11
LD-12
LD-3
S-13
S-14
S-21

Education (cont)
S-22
S-26
S-27
T-10
T-6

Educational AT-3
COR-10

Educator S-26

Educators S-3

Effectiveness E-5

Employability EMP-3
EMP-6
EMP-7

English ESL-1
ESL-1
ESL-14
ESL-19
ESL-3
ESL-6
ESL-7
T-12
T-5

Enriching S-22

Ensure EMP-7

Establishing CL-9

Ethnic ABE-24

Ethnographic ABE-36

Evaluate E-5

Evaluation AD-4
AT-1
D-8
E-1
S-13

Expanding CL-5

Experiences S-11

Expertise ABE-28

Extended ESL-11

Extending S-22

Extension AD-3

Extensive ESL-7

External H-11

Facilitate ESL-1

Facilitating S-11

Facilitative AD-5

Facilities LD-20

Field AD-7

Film C-2

Follow-Up AT-2

FIELDS S-11

Gaining ABE-28

Goal ESL-11

Grades CB-1

Guidance C-2
ESL-11

Guide AT-1
C-2
LD-14
O-1

GAME ABE-28

GED LD-14
LD-16

GED/ABE T-14

Handbook ESL-3 LD-20

Handicapped LD-11 LD-14 LD-16

Health LD-17

Heritage ABE-24

Home ABE-37

Home-Based ABE-12

Hospital LD-10

HELP ESL-3

Identify CL-2

Identifying COR-9

Impact S-14

Implementation AD-5

Improve E-5

Improvement AD-5

Improving ABE-11 C-7 ESL-11 S-22

In-Service ESL-19

Independence LD-20

Independent LD-3 S-11

Individual LD-4

Individualizing S-21

Individually APL-9

Individuals APL-7

Individuals (cont) LD-17

Information AD-7

Inmates COR-10

Installation H-11

Institutions LD-17

Instruction ABE-11 ABE-11 ABE-18 ABE-8 LD-16 LD-8 S-21 S-22

Instructional ABE-24 ABE-32 ABE-36 LD-17

Instructions ABE-1

Instructors S-9 T-6

Integrated EMP-2 ESL-1

Intensive ESL-7

Inventory AT-1

IAE CL-2

IDEAL APL-9

IMAGES C-7

Know-How ABE-9 ABE-9

Lab CB-3

Laboratory APL-7

Language ABE-11 ESL-1 ESL-14 ESL-19 ESL-3 ESL-6 ESL-7 LD-8

Languages ESL-14

Laubach ESL-1

Learner APL-9

Learners ESL-1

Learning APL-7 C-3 CB-3 CL-12 LD-4 S-11

Let's EMP-7

Level ABE-32

Levels CB-1

Life APL-11

Limited ESL-1

Linkage CL-9

Linkages CL-10 CL-12

Literacy ABE-26 COR-8 ESL-1 T-5

Live-Ability CB-1

Long-Term AT-2

Low-Cost E-5

Lower	ABE-32 CB-1
LINK	EMP-9
LURE	EMP-7
Maintenance	E-4
Management	AD-7 C-7
Manual	C-2 S-9
Material	APL-14
Materials	ABE-24 ABE-32
Math	ABE-32
Mathematical	ABE-28
Mathematics	ABE-11
Mental	LD-17
Mentally	LD-11
Method	COR-8
Micro	AD-2
Micro-Computers	ABE-32
Microcomputer	ABE-8
Microprocessors	E-5
Mini	AD-2
Minicomputers	E-5
Modality	COR-9
Model	AD-3 AT-2 C-2 O-1
Muscular	LD-16
Needs	S-21
Network	ABE-9 ABE-9
Networking	S-14
Non-English	T-12
Non-Literate	ESL-14
Older	O-1
Operation	CL-2 H-11
Paraprofessionals	ESL-3
Parenting	H-17
Patients	LD-17
Performance	AD-1
Personnel	S-14
Persons	LD-16
Plan	E-1
Planned	S-3
Planning	COR-10
Plans	LD-4
Populations	CL-10
Pre	ESL-14
Pre-Discharged	LD-10
Pre-Release	COR-10
Providing	EMP-6
PRIDE	EMP-6
Read	T-7
Readers	ABE-36
Reading	ABE-32 ABE-34 ABE-36 T-10 T-12 T-5
Recipients	EMP-3
Recourse	APL-7
Recruitment	APL-14
Rehabilitation	LD-20
Rehabilitative	LD-3
Replicability	ABE-9
Report	AD-1
Reporting	AD-1 AD-7
Research	ABE-34 ABE-36 S-13
Resource	D-12 LD-14
Resources	ABE-26 EMP-6 EMP-7
Responsible	H-17
Rights	LD-17
Rural	ABE-37 AD-3
RAISE	LD-3
RALLI	APL-7

REACH ABE-37

RURAL ABE-26

Second ESL-19 ESL-6 ESL-7

Self AT-1

Series ESL-1

Service AD-3 D-1 LD-12

Services AD-5 AT-3 E-5 ESL-11

Setting COR-8

Sight LD-16

Sign LD-8

Skill T-7

Skills ABE-20 CB-1 COR-8 EMP-2 ESL-1 ESL-14 LD-20 LD-3 T-12

Small EMP-9 T-14

Source T-6

Speakers ESL-14

Speaking ESL-1 T-12

Special CL-10

Special (cont) ESL-1 S-21

Stability ABE-9

Stabilizing CL-12

Staff C-3 C-7 S-11 S-27 S-4 T-14

Standardized AT-2

Statewide APL-14 S-9

Strategies ABE-36 APL-11 CL-9

Strategy ESL-1

Strength COR-9

Student ESL-11

Student's APL-11

Students ABE-18 ABE-20 ABE-24

Study S-14

Support ESL-19 LD-12

Survey AD-4

Survival ESL-14

System AD-1 AD-7 CB-1 D-8

Systems S-14

Tape LD-8

Tasks AD-4

Teach T-12

Teacher AT-1 C-2 ESL-6 ESL-7

Teacher's AD-2

Teachers S-4

Teaching COR-9 LD-20 O-1 S-3 T-7

Technical ESL-8

Technology LD-8

Test AD-7

Testing AT-3 LD-16

Ties CL-12

Title ESL-8

Trade EMP-9

Training ABE-34 C-2 CL-9 EMP-3 ESL-19 ESL-6 ESL-7 LD-10 S-13 S-14 S-9 T-7

Tutorial	T-12 T-5
Tutors	T-7
Underprivileged	CL-2
Unions	EMP-9
Use	E-5
Using	ABE-32 ESL-1 T-14
Utilization	ABE-26
Utilize	EMP-7
Utilizing	ESL-20
Valid	S-3
Video	LD-8
Visually	LD-14
Vocational	ESL-11 ESL-19 LD-20
Vocationally	EMP-2
Volunteer	T-12 T-6
Volunteers	ESL-20 T-14 T-5
VIBES	EMP-2
Welfare	EMP-3
Work	LD-20
Working	O-1
Workshop	CL-9
Workshops-Lead	S-4
Writing	ABE-20 T-10 T-12
Young	H-17
310	ESL-8
310Project	EMP-2

Appendix C

Cross Reference Index by State

Cross Reference Index by State

State		Project Title
Alabama		
	ABE-1	Computer-Assisted Instructions for Adult Basic Education
	ABE-2	Help Erase Literacy Problem in Attalla
	APL-1	Remedial Education for Adult Learners (REAL)
	APL-2	Lawrence County Community and Adult Basic Education
	APL-3	Learning Today for a Better Tomorrow
	APL-4	Skills on Wheels
	CL-1	LEAP (Learning Experiences for Adult Performance)
	CL-2	Operation IAE (Identify, Assist and Educate the Underprivileged in DeKalb, Jackson, and Marshall Counties)
	CL-3	Gadsden Adult Basic Education/Community Services
	CL-4	A Bi-Community Approach to Adult and Community Education
	CL-5	Developing and Expanding ABE in Conjunction with Community Education Concepts
	LD-1	The Psycho-education Adult School Project
Arizona		
	ABE-3	Individualized Teacher Practicum
Arkansas		
	ABE-4	Adult Education Via Radio
	ABE-5	Adult Education File
	CL-6	Coordination of Literacy and ABE Efforts in Arkansas
	LD-2	Chronically Mentally Ill and Adult Learning Disabled
	LD-3	Rehabilitative Adult Independent Skills Education (RAISE)
	LD-4	Developing Individual Program Plans for Adults with Learning Disabilities

Cross Reference Index by State

State	Project Title
Arkansas (continued)	
S-1	Univeristy of Arkansas Adult Education Project
S-2	Teacher Training: Adult Education Concentration
S-3	Planned Certification Program for Adult Educators Who Hold Valid Arkansas Teaching Certificates
California	
E-1	Evaluation and Assessment in the Arizona Adult Education Plan
Colorado	
S-4	Staff Development Through Regional Workshops-Lead Teachers
Connecticut	
C-1	Adult Basic Education - Career Counseling
H-1	Regional Adult External High School Diploma Program
District of Columbia	
H-2	External High School Diploma Program
Florida	
ABE-6	Integrated Language Skills Program
CL-7	It's OK To Get Smart With Us
LD-5	To Function is To Live
S-5	Regional Staff Development
S-6	Staff Development Training Modules for Adult Education
S-7	Improving Adult Education Program Delivery
Georgia	
AT-1	Adult Education Teacher Assessment: A Self Assessment Inventory and Evaluation Guide
C-2	Adult Education Teacher Counseling and Guidance Model: Development of A Training Film and Manual Guide
O-1	Teaching Model and Curriculum Guide for Working with the Older Adult

Cross Reference Index by State

State Project Title	
California	
APL-4(a)	TELEX (TELecentered Learning EXperience)
AT-1(a)	California Adult Student Assessment System
AT-1(b)	ESL Literacy Instrument
D-1(a)	Dissemination Network for Adult Educators
D-1(b)	Region IX Adult Education Consortium
ESL-1(a)	Cultural Awareness Training Project
S-3(a)	ACSA ABE/ESL Staff Developemnt

Cross Reference Index by State

State
Project Title

Hawaii

ABE-7	Sequential/Progressive Reading and Writing Program
CB-1	Development of a Competency-Based Program for Lower Levels of Achievement (grades 0-8) at Aiea Community School for Adults Through Adaptation and Augmentation of Project CLASS (Competency-Based Live-Ability Skills System)
ESL-1	A Special Demonstration Project Using The Laubach Literacy Series and Integrated Strategy in Basic English to Facilitate Language Acquisition Skills by Limited English Speaking Adult Learners

Idaho

S-8	Idaho ABE Staff Development Program

Illinois

AD-1	Computerized Reporting System for the Adult Education Performance Report
AT-2	Adult Education Long-Term Standardized Exit and Follow-Up Assessment Model
C-3	Counseling-Learning/ABE Staff Development Program for New York
CB-2	Project PACCE
D-1	Project ACCESS, Illinois Region III Adult Education Service Center
D-2	Illinois Region IV Adult Education Service Center
D-3	Adult Education Service Center - Region II
D-4	Region V Adult Education Service Center
D-5	Region I Adult Education Service Center
E-2	Project Compare
ESL-2	Supportive Services for Adult ESL Programs
ESL-3	HELP (Handbook for English Language and Paraprofessionals)
GED-1	Home Telephone Learning Center

Cross Reference Index by State

State		Project Title
Indiana		
	ABE-8	Microcomputer Assisted Instruction in Adult Basic Education
	APL-5	Media for Everyday Living
	C-4	PACES (Promoting Adult Career Education On-Site)
	D-6	Adult Education Resource Center
	D-7	Project Update: The ABE Information Center
	D-8	Collection, Evaluation, and Dissemination System (CEDS)
Kansas		
	ABE-9	Know-How Network: Stability and Replicability of Know-How Network
	AT-3	Project BEST (Better Educational Services through Testing)
	AT-4	Newell Truck Plaza Testing Program
	D-9	Project Catalogue
	LD-6	Project Lemin-Aid (Least Educated-Most in Need)
	S-10	Staff Development
	S-11	Facilitating Independent Experiences, Learning, and Development of Staff (FIELDS)
	S-12	N. E. Cluster Staff Development Project
	S-9	Phase II: Development of Statewide Training Manual for ABE/GED Instructors
Kentucky		
	ABE-10	Jefferson County Adult Reading Project
	S-13	Adult Education Programs, Evaluation, Research and Training
	S-14	A Comprehensive Training for Adult Basic Education Personnel and Conduct of Client Impact Study, Data Collection, and Networking Systems

Cross Reference Index by State

State

Project Title

Louisiana

ABE-11	Improving Adult Education Instruction in Mathematics and Language Arts Through Computer Assisted Instruction
ABE-12	Home-Based Computer Assisted Adult Education - Phase II
ABE-13	Reading Aids Parents and Children
COR-1	PEERS
LD-7	Project Upgrade for Very Special Students
LD-8	Sign Language Instruction Through Video Tape Technology
LD-9	Project Special Student
O-2	Project Special Delivery
S-15	Project Adult Education

Maryland

CB-3	Calvert Learning Lab Competency-Based Adult Education Program
D-10	Adult Basic Education Dissemination Conference
ESL-4	ABE/ESOL Staff Development
ESL-5	Volunteer Service in ABE/ESOL
GED-2	Staff Development Training for GED Staff
H-3	Maryland Adult External High School Diploma Program

Massachusetts

APL-6	Massachusetts Education Television/Project Outreach
C-5	The Learning Connection
CL-8	Project SUCCESS
COR-2	Project New Life
COR-3	Jail Special Needs Program
COR-4	Special Project: County Houses of Correction
COR-5	Berkshire ABE/SPED Project

Cross Reference Index by State

State Project Title	
Massachusetts (continued)	
H-4	Adult Performance Level High School Diploma Program
H-5	Adult Diploma Program
H-6	Lowell Adult Diploma (LADP)
H-7	External Diploma Program
H-8	New Bedford Adult Diploma Program
H-9	SCALE Alternative Diploma Program
S-16	Adult Education Graduate Program
T-1	Literacy Volunteers of Massachusetts
Michigan	
EMP-1	Employability Skills System Project
ESL-6	Demonstration and Teacher Training Project for English as a Second Language
S-17	Staff Development Collaborative
Minnesota	
S-18	Statewide Volunteer Program To Increase Adult Literacy
Mississippi	
ABE-14	A "Daytime" for Adults
APL-7	Recourse Adult Learning Laboratory for Individuals (RALLI)
GED-3	Holmes County Homebound Project
LD-10	East Mississippi State Hospital Pre-Discharged Training Program
LD-11	Compensatory Education Project for Mentally Handicapped Adults
R-1	Special 310 Project in Adult Education

Cross Reference Index by State

State Project Title	
Montana	
H-10	External Diploma Program
S-19	Staff Development in Adult Education
Nebraska	
ABE-15	ABE Newsletter
AT-5	Adult Education and Career Assessment Center Project
New Hampshire	
ABE-16	Claremont Adult Basic Education
APL-8	Adult Education/Adult Tutorial Program
R-2	Statewide Radio Publicity
S-20	Staff Development: Coordination and Direct Service
T-2	Nashua Adult Tutorial Program
New Jersey	
ABE-17	WRITE NOW
CB-4	New Jersey Adult Reading Project
D-11	NewJersey Adult Education Dissemination Network
EMP-2	310Project VIBES (Vocationally Integrated Basic Education Skills)
ESL-7	Intensive and Extensive Teacher Training Project in English as a Second Language/Competency-Based Adult Education
LD-12	Adult Basic Education Support Service Project for the Deaf
T-3	LV-TV Project

Cross Reference Index by State

State	Project Title
New York	
ABE-18	Pilot Project in Computer Assisted Instruction for Adult Basic Education Students
ABE-19	Research and Development - Statewide Television
ABE-20	Writing Skills Curriculum for Adult Basic Education Students
ABE-21	Giving Rural Adults a Study Program (GRASP)
COR-6	Auburn - External Diploma Program
EMP-3	Employability Assessment and Training for Welfare Recipients
ESL-10	Language Teachers' Workshop
ESL-8	Technical Assistance Program to Adult Education Title XII 310 Project
ESL-9	Spanish Literacy Investigation Project
H-11	Installation and Operation of the New York State External High School Diploma Program
H-12	External High School Diploma Program (EDP)
H-13	New York State External High School Diploma Program
H-14	New York State External High School Diploma Program
H-15	New York State External Diploma Program
H-16	New York State External High School Diploma Program
T-4	Literacy Volunteers of New York City
T-5	Literacy Volunteers Adult Basic Reading and Conversational English Tutorial Program

Cross Reference Index by State

State	Project Title
North Carolina	
AD-2	Mini and Micro Computers as an ABE Classroom Teacher's Aid, and Data Control
LD-13	Compensatory Education for the Mentally Retarded Adult
T-6	Volunteer Source Book for Directors and Instructors of North Carolina Adult Basic Education Programs
Ohio	
ABE-22	Video Math Services
APL-9	Project IDEAL (Individually Directed Education for the Adult Learner)
LD-14	ABE - GED for the Visually Handicapped - A Resource Guide
LD-15	Specializing Adult Basic Education for the Deaf
R-3	ABE Recruitment Materials
Oklahoma	
ESL-11	Improving ABE/ESL Student Goal Attainment Through Vocational and Guidance Counseling and Other Extended Services
S-21	Individualizing Adult Basic Education Instruction for Special Needs
S-22	Extending, Improving, and Enriching Adult Basic Education Instruction
Oregon	
ABE-23	Computer Instruction for ABE
ESL-12	ABE/ESL Program Upgrade
ESL-13	ESL Teaching Videotape Demonstration Project
S-23	Adult Writing Lab

Cross Reference Index by State

State Project Title	
Pennsylvania	
ABE-24	The Development of Ethnic Heritage Instructional Materials for Adult Basic Education Students
ABE-25	Computer Technology - "Update & Expand"
ABE-26	Project RURAL (Regional Utilization of Resources to Aid Literacy)
ABE-27	Telephone Instruction Involving Rural Adults
ABE-28	Project GAME (Gaining Access to Mathematical Expertise)
ABE-29	Computer Literacy and Instruction
AD-3	Rural Extension Service Chapters as Model Adult Basic Education Classrooms: A Pilot Program
AD-4	Administrative Survey and Evaluation Tasks of FY 1981-82 Adult Basic Education Program in the Commonwealth of Pennsylvania
AD-5	Implementation of Adult Education Program Improvement Facilitative Services
APL-10	Project CONNECT
AT-6	Teaching Test-Taking Skills to Adults
C-6	Project TACT: Training in Adult Counseling and Testing
C-7	Project IMAGES (Improving Management of Adults/Guiding and Educating Staff)
CL-10	Project CLASP: Community Linkages Aimed at Special Populations
CL-11	Rural Resources
CL-12	Project (BALLAST) Building Adult Learning Linkages and Stabilizing Ties)
CL-9	Regional Workshop Training in Establishing Linkage and Awareness Strategies for Adult Basic Education
COR-7	Lifelines

Cross Reference Index by State

State
Project Title

Pennsylvania (continued)

COR-8	Adult Basic Literacy Skills Method in a Correctional Setting
COR-9	Identifying and Teaching to Modality Strength in Correction Education
D-12	Advance: Adult Education Resource Clearinghouse for Pennsylvania
D-13	Resource Utilization Workshop for 306/310 Personnel
D-14	Adult Student Magazine
D-15	"What's the Buzz?" - Pennsylvania'a ABE Newsletter
E-3	Evaluation of Section 310 Projects
E-4	Determining Maintenance of Achievement from ABE/GED Programs
EMP-10	Adaptation of Project COIGN
EMP-4	Teaching Basic Skills to Adults Through Industry
EMP-5	Job Hunt Skills Workshop for ABE Participants
EMP-6	Providing Resources in Developing Employability - Project PRIDE
EMP-7	LURE (Let's Utilize Our Resources To Ensure Employability)
EMP-8	Employability Development
EMP-9	Brokering Adult and Continuing Education Through Trade Unions and Small Businesses in the Lehigh Valley (LINK)
ESL-14	Developing and Disseminating a Curriculum in English Language Survival Skills for Pre and Non-Literate Speakers of Other Languages
LD-16	Project Access: ABE and GED Instruction and Testing for Sight and Muscular Handicapped Persons
LD-17	A Bilingual Instructional Program on Patients Rights for Individuals in Mental Health Institutions
LD-18	Voter Education Curriculum

Cross Reference Index by State

State
Project Title

Pennsylvania (continued)

O-3	Application Manual - ABE for Seniors
S-24	Stress Management and Burnout
S-25	Cognitive Development Programming for Academic Achievement
S-26	ABE for ABE: A Better Educator for Adult Basic Education

Puerto Rico

AD-6	Educational Auditing
APL-11	Strategies in Developing Basic Competencies for the Puerto Rican Adult Student's Life
D-16	"Adultos" - an Educational Bulletin
T-7	Training Tutors in the Skill of Teaching Adults to Read

South Carolina

CL-13	CABLE (Comprehensive Adult Basic Literacy Education
T-10	Spartanburg Adult Writing and Reading Education (AWARE), Inc.
T-8	The Florence Area Reading Campaign
T-9	Horry County Reading Crusade

South Dakota

ABE-30	Adult Education Public-Awareness Project
ABE-31	Computer Assistance Learning Center
S-27	A Comprehensive Staff Development Program for Adult Education in South Dakota
T-11	Tutor Training Development Program

Cross Reference Index by State

State	Project Title
Tennessee	
ABE-32	Lower Level Adult Reading and Math Instructional Materials: A Developmental Project Using Micro-Computers
ABE-33	Adult Basic Education - Lauderdale, Tipton and Fayette Counties Cooperative
D-17	East Tennessee Adult Educator
D-18	The Open Door - Newsletter
D-19	New Chance - ABE Newsletter
LD-19	Improving ABE for the Handicapped
Texas	
ABE-34	Adult Reading Project Phase III: Training, Dissemination, and Research
AD-7	Field Test of Management Information and Reporting System for Adult Education in Texas
APL-12	Adult Performance Level Project
COR-10	Educational Planning for Pre-Release Inmates of the Texas Department of Corrections
D-20	Trends--Adult Education Dissemination Project
E-5	A Pilot Project To Evaluate the Use of Low-Cost Microprocessors (Minicomputers) To Improve the Effectiveness of ABE Services
ESL-15	Bilingual Adult Education Program Development for Texas Project - Phase IV
GED-4	Project Giant Step
S-28	Student/Teacher Partnership for Adult Education

Cross Reference Index by State

State
Project Title

Utah

ABE-35	Indian Adult Basic Education Program
ESL-16	Bilingual Mine Training Curricula
H-17	High School Completion Responsible Parenting Curricula for Young Adults
T-12	A Volunteer, Tutorial Based Program To Teach English Reading and Writing Skills to Non-English Speaking Adults

Vermont

APL-13	Correspondence Course (for New Hampshire)
D-21	Green Mountain Eagle
E-6	Statewide Adult Basic Education Evaluation

Virginia

ABE-36	Ethnographic Research on Reading Instructional Strategies for Adult Beginning Readers(ABRs)
ABE-37	Project REACH (Rural Education Through Adult Classes at Home) Phase II
D-22	ABE Curricular Resource Center
D-23	ABE Newsletter
LD-20	Independence in Work: A Handbook for Teaching Basic Academic Skills in Vocational Rehabilitation Facilities

Washington

ABE-38	Implementation of ABE Electronic-Assisted Learning
ABE-39	Vocational Technical Vocabulary
ESL-17	ABE/ESL State Staff Development Project
ESL-18	Basic ESL-CAI/CMI on the Apple II Plus
ESL-19	Vocational English as a Second Language: In-Service Training and Program Support
ESL-20	Demonstration Project for Utilizing Volunteers in ABE/ESL Programs

Cross Reference Index by State

State
Project Title

Washington (continued)

GED-5 Adult Basic Education by Correspondence

West Virginia

AD-8 A Student Records Management System for the Apple II

APL-14 Development of an ABE Recruitment Program and Statewide Distribution and Cablecast of ABE Material

LD-21 Operation Mainstream

LD-22 Serving Adults with Special Needs

S-29 Adult Education Staff Development Project

T-13 Literacy Volunteers of West Virginia

Wyoming

AT-7 The Emerging Needs in Adult Basic Education

O-4 Project Senior

T-14 Using Volunteers to Staff a GED/ABE Project in a Small Town

Appendix D

United States Department of Education
Office of Vocational and Adult Education
Catalog of Adult Education Projects

Index of Products

Adult Basic Education (ABE)

PRODUCT:	PAGE:
Microcomputer Handbook	ABE- 8
Computer Curriculum Guide	" -12
Computer Assisted Instruction (CAI) Report	" -18
Computer Software Evaluation Booklet	" -25
CAI Curriculum	" -29
CAI Report	" -31
CAI Guide	" -38

Literacy Curriculum and Handbooks	" - 2
Teacher Practicum Packets and Report	" - 3
WRITE NOW KIT and Teachers' Guide	" -17
Writing Skills Curriculum	" -20
Ethnic Heritage Materials	" -24
Math Game Set	" -28

PRODUCT:	PAGE:
Radio Packets	ABE- 4
Adult Education Film	" - 5
Instructional Videotapes and Catalog	" -19
Video Math Series	" -22

Pamphlets on Community-based Approaches	" - 9
Recruitment/Promotion Materials	" -10
Home Study Handbook and Bibliography	" -21
Public Awareness Materials	" -30
Home Instruction Handbook	" -37

Low Level Reading and Math Materials	" -32
Adult Reading Handbook	" -34
Ethnographic Instruction Guide	" -36
Vocational Vocab. Workbooks	" -39

Administration (AD)

Computerized Report System	AD-1
Software Program and Manuals	" -2
Rural Administration Workbook	" -3
Directory of Programs	AD-4
Data Computer Programs	" -7
Apple II Records System	" -8

Adult Performance Level/Life Skills (APL)

PRODUCT:	PAGE:	PRODUCT:	PAGE:
Teach-and Take Packets	APL- 1	Prescribed Learning System	APL- 9
Handbook	" - 3	APL Directory	" -10
Vocational Curriculum	" - 4	Basic Competencies Courses	" -11
Living Skills Resource Guide	" - 5	CBAE Process Manual	" -12
Educational TV Materials	" - 6	Correspondence Course Index	" -13
Tutor Training Materials	" - 8	CATV/ETV Model	" -14
		Cable TV Process Guide	" - 4(a)

Assessment/Testing (AT)

Exit/Followup Model	AT- 2	"Improving Test Scores of Adults" Booklet	AT- 6
Competency-Based Curriculum	"- 5		
ESL Literacy Instrument	"- 1(b)	Competency Code, Tests	" - 1(a)

Counseling

Training Materials	C- 4	Training Notebook	C- 6
Educational Catalog	C- 5	Workshop Package	C- 7

Competency-Based Adult Education (CB)

Bibliography	CB- 2	Assessment Tests, Process	CB- 4

Community Linkage (CL)

Basic Skills and Parenting Handbooks	CL- 1	Training Report	CL- 9
Resource Directory	"- 2	Curriculum Manual, Process Report	"-10
Literacy Coordination Reports	"- 6	Linkage Handbook	"-11
Video and Audio Tapes	"- 7	Linkage Report	"-12
ESL Handbook	"- 8	Report and Materials	"-13

Corrections Education (COR)

PRODUCT: PAGE:

Life-coping Skills Curriculum COR- 3

Curricula " - 4

PRODUCT: PAGE:

Job Readiness Materials COR- 5

Support Networks Guide " - 7

Educational Opportunities List " -10

Dissemination/Diffusion (D)

In-service Guide D- 3

Pre-service Manual D- 5

Algebra Handbook D- 6

Directories D- 7

Special Projects Index D- 8

Materials Catalog D- 9

Adult Student Magazine D-14

Regional Newspaper D-17

Training Packages D-20

Student Newspaper D-21

Materials Catalog D-22

Evaluation (E)

Longitudinal Study Report E- 1

Survey Instrument E- 2

Assessment System E- 3

Achievement Study Report E- 4

Minicomputer Manual E- 5

Employability (EMP)

Process Report EMP- 1

Bibliography and Kit " - 2

Operations Report " - 3

Process Report " - 4

Participant Handbook and Leaders' Guide EMP- 5

Staying Afloat Handbook " - 7

Videotapes and Workbook " - 8

Appendix D

English as a Second Language (ESL)

PRODUCT:	PAGE:	PRODUCT:	PAGE:
Bibliographies and Handbooks	ESL- 2	Videotapes, Workbooks, Guide	ESL-13
Handbook	" - 3	Workbook, Guide	" -14
Curriculum	" - 6	Instructor Competencies List and Instrument	" -15
CB Materials	" - 7	Materials Resource Guide	" -17
Bibliography	" - 8	Microcomputer Programs	" -18
Directory and Model	" - 9	VESL Program	" -19
Model lessons	" -12	Volunteer Handbook	" -20
Cultural Awareness Guide	" - 1(a)		

General Educational Development (GED)

Home Learning Effectiveness Report	GED- 1	Mini-lessons	GED- 4
		Correspondence Course	" - 5

High School Diploma (H)

Survey of Graduates	H- 1	Self-awareness Checklist	H- 7
Curriculum	H- 2	CB Reading Assessment	H- 8
Assessor's Manual	H- 4	Diagnostic Instruments	H-13
Adult Diploma Manual	H- 6		

Learning Disabled (LD)

Psycho-educational Units	LD- 1	Instructional Materials	LD- 6
Auditory Tapes, Math Drills	"- 2	Curriculum	"- 7
Manual	"- 3	Videotape Lessons	"- 8
Awareness Report	"- 4	Curriculum Guide	"-10
Manual	"- 5	Lesson Plans	"-11

...Learning Disabled

PRODUCT:	PAGE:	PRODUCT:	PAGE:
Manual for Deaf	LD-12	Bilingual Curriculum	LD-17
Curriculum	"-13	Voter Education Curriculum	"-18
Resource Guide	"-14	Instructional Manual	"-19
Materials for Deaf	"-15	CB Curriculum	"-20
		Curriculum Design	"-21

Older Adults (O)

Teaching Model, Curriculum Guide	O- 1	Handbook	O- 3
Curriculum	O- 2	Handbook	O- 4

Recruitment (R)

Radio Tapes	R- 2	Recruitment Materials	R- 3

Staff Development (S)

Life-coping Skills Modules	S- 2	Survey of GED Candidates	S-13
Instructional Packets	S- 4	Computerized Data System, Impact Study, Paraprofess. Handbook	S-14
Needs Assessment Surveys	S- 5	Resource Directory	S-17
Training Modules	S- 6	Volunteer Manager's Handbook	S-18
Guides	S- 7	Slide/Tape Program	S-25
ABE/GED Training Manual	S- 9	Learning Packets	S-26
Special Population Curriculum	S-11	ABE Videotape and Manual	S-27

Tutoring (T)

PRODUCT:	PAGE:	PRODUCT:	PAGE:
Business/Industry Models	T- 1	Volunteer Source Book	T- 6
Adult Literacy Video Tapes	T- 3	Life-coping Skills Books	T-10
Tutor Manual, Curriculum Materials	T- 4		